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ABSTRACT

In September 1983, LaGuardia Community College (LCC) received a grant from the Ford Foundation's Urban Community Colleges Transfer Opportunities Program. By May 31, 1984, the following achievements had been made: (1) a model for providing students with basic transfer information was developed and tested; (2) the corporate community was brought into the project; (3) the option of transfer to a selective, private, residential college was developed as a model for arrangements with other types of four-year institutions; (4) qualitative and baseline data on transfer were collected to measure the impact of the project; (5) diverse perspectives and wide participation were ensured throughout the project; (6) the structure for transfer counseling was strengthened; (7) articulation efforts with four-year colleges were increased; and (8) the framework for a comprehensive, college-wide transfer system was created. As of May 1984, most of the objectives of the project had been institutionalized. The bulk of the report consists of appendices which provide observations on LCC's transfer project; profiles of graduates' transfer experiences; a student workbook for a cooperative education internship seminar, covering resume writing, conducting research on careers, the exploratory interview, personal expenses, and career planning; and a sample interview schedule. (LAL)

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THE FORD TRANSFER OPPORTUNITIES PROJECT AT LAGUARDIA: REPORT ON ACTIVITIES

LaGuardia Community College

CUNY

31-10 Thompson Avenue

Long Island City, New York 11101

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THE FORD TRANSFER OPPORTUNITIES PROJECT AT LAGUARDIA:

REPORT ON ACTIVITIES

In September of 1983, LaGuardia Community College received a $25,000 grant from Ford Foundation's Urban Community Colleges Transfer Opportunity Program. The project has had a pervasive impact on the College and has brought it a new direction. Now, wherever we look -- the classroom, the co-op program, student services -- transfer is a focus of conversation and concentration. Whether the times were right, or the prestige was high, or the morale needed boosting, or the Foundation was uncommonly prescient, the project has generated more "bang for the buck" than any other grant in our history -- we suspect up to four times the dollar value ($100,000 in staff time and resources). And faculty have been energized to submit proposals to other funding sources to further enlarge the transfer thrust.*

A. ACHIEVEMENTS

As of May 31, 1984, we have completed our project objectives; we have advanced the calendar of accomplishments; and we have broadened the original scope.

In addressing the transfer issue, the College focused on the major problem that students are unclear about continuing their education -- about the needs and benefits of doing so and about the range of options for financing, planning and obtaining the baccalaureate. Our achievements to date are eight-fold. The first five achievements reflect the explicit objectives of our proposal, while the last three evidence the broadened scope.

*See Appendix A

1. We have developed and tested a model for providing students with basic transfer information.

2. We have engaged the corporate community in the project.

3. We have developed the option of transfer to a selective, private, residential college as a model for arrangements with other types of 4-year institutions.

4. We have collected data on transfer in a way that provides both qualitative data and baseline data for measuring the impact of the project.

5. We have ensured diverse perspectives and wide participation throughout the project.

6. We have strengthened the structure for transfer counseling.

7. We have increased articulation efforts with 4-year colleges.

8. We have created the framework for a comprehensive, college-wide transfer system.

B. CORRESPONDENCE OF ACHIEVEMENTS TO OBJECTIVES

Our original proposal set out three primary programmatic objectives and two subsidiary objectives which are re-stated above as the first five achievements. This section will be devoted to describing each of those five achievements.

Providing Students With Basic Transfer Information

Our proposal to the Foundation anticipated that we would develop a structured presentation on transfer issues and options to be made at appropriate junctures in the cooperative education program and that materials would be piloted accordingly with 150 students. What emerged was a far more ambitious and comprehensive model which has had substantial input from employers and which has been tested with many more than 150 students.

Specifically, we developed a combined curriculum and advisement component to help students plan their future education. This component was deliberately incorporated into the cooperative education program which reaches all full-time day students. The result is a sequenced curriculum which is introduced in the initial co-op preparation course, broadened in a subsequent co-op seminar and continually reinforced in one-to-one advisement conferences. The curriculum emphasizes the role, timing, financing and choices of further education in the context of a student's career and life plan.

The 7-session co-op seminar, which represents the major curricular effort of the project, now has a full-scale 100 page workbook* which guides students through the planning process. An organizing feature of the curriculum is the "future resume" -- a provocative exercise which helps each student to project 10 years into his/her future and then work back to identify the necessary career and educational steps.

The process of designing and testing this curricular effort has been both careful and collaborative. The strategies and materials were developed by co-op faculty with substantial input from the project's employer advisory committee. The introductory materials designed for co-op prep were piloted

*Appendix D

in the Winter and Spring quarters with nearly 400 students, as were materials for the advisement conferences. The co-op seminar was piloted in the Spring quarter with 234 students from 5 different majors. The eight faculty (drawn both from co-op faculty and from employers) who taught the eight different sections were thoroughly oriented to the new curriculum and have met weekly throughout the term to assess its effectiveness. In addition, an instrument was developed and used in control groups and in the experimental groups to ascertain the impact of the seminar on students' grasp of the transfer issue.

Overall, the curricular strategy and materials appear to be readily adaptable for other colleges, whether or not they can be linked to a co-op program. Thus the prospect for replicability seems substantial.

Engaging Employers

Based on the knowledge that work supervisors have a significant influence on students' aspirations, the project aimed to involve employers in helping students by providing guidance, tuition reimbursement, and incentives for promotion. Our intent was to recruit representatives from IBM, Pfizer and McGraw Hill. Merrill Lynch volunteered to expand the group and the representatives formed a committee which has met with the Dean and Assistant Dean of Cooperative Education. To date the group has:

(a) reviewed the co-op curriculum materials

(b) made important modifications in content and in the workbook

(c) held meetings with LaGuardia graduates employed by their firms

(d) participated in the evaluation sessions

(e) planned a Speakers List for classes

The response from our corporate partners was enthusiastic, so much so that some are now considering adapting our new curricular materials for in-house training of their own employees.

Broadening the Transfer Options

As proposed, LaGuardia and Vassar College have developed a special transfer agreement, undergirded by substantial interaction between the two institutions. Faculty committees from each college exchanged three formal visits; students had two exchanges; and two additional meetings took place between administrators. As a result of these visits, we developed:

(a) an understanding of the goals, perspectives and institutional climates moving LaGuardia and Vassar;

(b) an awareness of the ranges of accomplishments and needs of transfer students: academic skills, counseling needs, social, affective, coping resources, orientation, basic skills;

(c) a preliminary system for evaluating LaGuardia transcripts on a course-by-course credit allocation basis.

As part of its planned objective, the LaGuardia faculty:

(a) developed a profile for selecting potential Vassar applicants;

(b) designed a referral system;

(c) disseminated the information throughout the college;

(d) identified a sizeable pool of potential students;

(e) discussed a mentoring system appropriate for following students at the four year institution.

The cooperation planned with Vassar College is one aspect of the project which has "taken off." The interaction between the two colleges has been

exciting and enriching. Vassar College staff have extended themselves beyond the original concept and LaGuardia faculty have both initiated and responded with complementary ideas and proposals. Individual faculty members at both institutions have met (counselors-to-counselors, thinking skills instructor-to-cognitive psychology, foreign language-to-foreign language faculty) and events beyond the original intent have included:

(1) plans for a joint seminar which would include LaGuardia students and faculty at Vassar College in the Summer of 1985;

(2) a possibility of LaGuardia students taking a semester at Vassar prior to receiving the associate degree ("trial transfer");

(3) a potential adaptation of some of LaGuardia's co-op practices and procedures to enhance Vassar's field service programs;

(4) the exploration of internships in foreign language labs and other settings for minority LaGuardia students;

(5) a faculty exchange.

Finally, and most important, we are one year ahead of schedule in having identified five minority students who applied to Vassar for September, 1984 admission. To date, one has been accepted.

The impact of the "Vassar Connection" seems likely to extend Vassar's ties with other community colleges and has stimulated LaGuardia's interest in developing similarly special bonds with other four year colleges. Moreover, in several instances, the existence of the Ford grant prompted four year colleges to initiate or move to strengthen transfer agreements with us.

Collecting Data

We have proceeded to develop baseline data on the attitudes of recent graduates toward continuing their education. With this established, we will be able to assess in the future the extent to which our programmatic

interventions are helping students think about transfer. To develop the baseline, we contracted with the research firm of Kane, Parsons, which has recently completed a major attrition study for us and thus is very knowledgeable about the college and about matters relevant to transfer.

The baseline data was collected through in-depth interviews with 208 December '83 and March '84 graduates. It suggests overall that the College has been (prior to the impact of the Ford grant) providing a reasonably healthy milieu for transferring; only 8% of the recent graduates interviewed indicated no interest in pursuing further education; and 44% had either enrolled immediately (16%) in a 4-year college, or had taken definite steps toward transfer (28%); still another 11% had plans to transfer within the next six months, but had done nothing specific about it. The study also revealed that students had inadequate information (e.g., re financial aid or admission tests) upon which to make their plans. Thus it is fair to conclude that our students have a basically positive attitude toward transfer and that our efforts to provide additional information structure and support should bear fruit.

In addition, as planned, we have compiled some 20 qualitative case histories on graduates' post LaGuardia experience.* The case histories give depth and personality to our efforts; and we plan to use them in our transfer workbook and elsewhere to provide motivation for future transfers as well as to inform our efforts at program development.

An unplanned result of our interest in case histories is a superb videotape made by a LaGuardia professor in his Black Sociology course. The professor focused a class discussion on "What does attending a four-year

*Appendix B

college mean to a Black student and what may it mean once that student has the degree and wants to come back to the community." We hope to use the tape to develop further insights into the personal and emotional impact of transfer for minority students.

Ensuring Diverse Perspectives

As proposed, a college-wide committee was established to ensure diverse perspectives. But given the compelling nature of the project, participation was much wider, deeper and more systematic than anticipated. Overall, some 40 staff were very active project participants, and essentially all full-time faculty and staff are familiar with the project.

Initially three committees were created which met both separately and as a combined committee of the whole. These were: the 7-member Policy Committee, headed by the President and including the four major deans and the project director and associate director; the 11-member Operational Committee which included key project participants from the academic, co-op and student services areas; the 10-member "Vassar Committee" with faculty from liberal arts departments, co-op and student services. In addition, the Dean of Students established a 10-member committee to identify needs and problems related to transfer over and above the project goals. And, as mentioned elsewhere, a committee of four employers also was organized.* Interest in the project was so high that several departmental meetings were devoted to the project, as was a full meeting of the entire instructional staff and special meetings of the Third World Faculty/Staff Association and of Student Council and Clubs. Staff have been actively involved in suggesting future directions; and one group of faculty who served on the "Vassar Committee" have written a proposal which they intend to submit to the Exxon Education Foundation.

*See Appendix C

B. CHANGES

The project has moved ahead, not altering its goals, but broadening them in three respects:

1. We have strengthened the structure for transfer counseling.

2. We have increased articulation efforts with 4-year colleges.

3. We have created the framework for a comprehensive college-wide transfer system.

Strenghtening the structure for transfer counseling

In the process of implementing the project, we became aware that we needed to strengthen the system of transfer counseling and related support services. In fact, the impact of providing basic information about transfer to hundreds of students in the co-op program heightened the need. Despite the fact that the Division of Student Services was being reorganized under a new Dean, the Division immediately participated actively. The Dean appointed an experienced counselor as Transfer Coordinator to work directly with him to oversee the many transfer aids provided in that Division. He also assigned his assistant, a senior counseling administrator to the Vassar component and allocated additional budget and staff to upgrade the services of the Career Resources Center (CRC). In addition, a proposal was submitted for Vocational Education Act funds for software for the CRC's computer. The CRC director is producing a handbook for students which will include information on transfer and be written in the style of "What Color is Your Parachute." The final product will be available for reproduction for LaGuardia students and students nationwide. Moving forcefully ahead, the Dean of Students, in conjunction with the Dean of Faculty, has also appointed a 10-member college-wide transfer committee which has as its mandate identifying operational problems associated with transfer.

Increasing articulation efforts

The linkage with Vassar has served to stimulate and set a standard for articulation efforts. The Director of College Articulation (who reports to the academic dean) has worked closely with the project throughout, bringing his knowledge to bear on the project and, in turn, learning from it. Currently, we have five comprehensive articulation agreements, six partial agreements and eight in process.* In addition, other colleges have contacted us about initiating agreements (Barnard) and about developing special scholarship plans (New York University, Long Island University and SUNY Plattsburgh).

Creating a transfer system

Perhaps the net impact of our experiences in this project year has been to impress us with the need for an integrated, comprehensive, college-wide system of providing transfer. The curriculum developed for cooperative education provides an important underpinning to what should be a full framework for integrating a range of services across the institution. Our first major step in that direction is to combine the transfer and career planning functions which exist in the Division of Student Services into the reorganized and renamed Career and Transfer Resources Center (which as indicated earlier has had additional and upgraded staffing). Another step has involved efforts to develop modifications in the Freshman Seminar (an orientation and counseling vehicle) to introduce the transfer concepts which will be further developed in co-op.

The involvement and interaction of all major segments of the college (including employers) in the project has been a spontaneous confirmation of the need for a system; and this involvement has also helped lay the foundation for an approach in which all segments work in concert to guide students in maximizing their opportunities for further education.

*See Appendix C

D. INSTITUTIONALIZATION

Most of the objectives have already been institutionalized.

1. The co-op curricula is integrated into the program and will continue.

2. The employer participation will follow through with additional meetings already planned for next year.

3. There are additional applicants for admission to Vassar waiting in the wings.

4. Data collection has provided us with a base against which to measure our effectiveness in the future.

5. Additional staff and positions allocated in student services will secure integration and coordination of a college-wide system of counseling for transfer.

6. Existence of a transfer handbook, a co-op workbook, and narrative case studies, make additional information available to all students.

7. Expansion of articulation agreements broaden the transfer possibilities available to minority students.

8. Heightened sensitivity of staff encourages minority students to raise their expectations.

9. Supporting services, library, registrar, admissions have begun to incorporate transfer into their repetoire.

Although the year's objectives are generally institutionalized, the 1983-84 goals were necessarily limited in scope and size to a single year's effort and allocation. We have just begun to identify inhibitors and inducers for minority transfer students by attention to the most obvious needs of information, opportunities, funancial and counseling support.

To address the task completely and comprehensively we need more time and resources. What we have accomplished to date is only a partial effort toward creating the integrated system of transfer supports which we feel will be necessary to ensure a solid and lasting framework.

Harold L. Hodgkinson

SOME OBSERVATIONS ON LAGUARDIA'S TRANSFER PROJECT

A. THE COLLEGE

Based on two visits to campus, I have several striking impressions of this institution. The first, and overwhelmingly most important, is that this college makes a major difference in the lives of its graduates. The college does an unusually good job of tracking its graduates, and it is clear that almost all of them are now working at a level of stimulation and compensation that would not have been possible any other way. In addition, their sights have been raised to future vocational, intellectual and personal improvement. The relatively small number of graduates need to be assessed in this light - there is a transformational quality to what the college does for them.

Having worked in several institutions that practice co-op in one form or another, I was prepared during my first visit to find the "regular" faculty and a group of second rate citizens - the co-op staff. Nothing could be further from the truth. Co-op is here seen as a major component of every student's development, and the co-op staff are seen as colleagues in every sense of the word. The instructional program called "co-op prep" is about as carefully considered an instructional process as I have seen. Business leaders have been very supportive of this venture, both in terms of placing students and in participating on advisory boards.

Because of the point just made, the formation of teams that cross jurisdictional lines is unusually easy and effective at LCC. Most of the activities involved in the Transfer Project are carried out with teams and task forces that represent academic faculty, co-op and counseling staff. During my second visit, a meeting of all the stakeholders of the project took place. It is rare in my experience to find such support for the achievements of other parts of the institution.

I believe that the Ford sponsored activity will change the institution in several ways. First, a reward system is now being put in place for effecting improved rates of transfer - in New York State, community colleges are subject to a very lengthy process (somewhat humiliating from my view) through which transfer credits are calculated and assessed. There are few examples, especially with CUNY, of simple reciprocity. Transfers, therefore, have subjected the administrative staff of LCC to considerable extra effort. Second, the college's visibility among community colleges is being increased. Third, staff members of the college are now working together in new and important ways. Fourth, the contacts with students and faculty/staff from Vassar may form a new network which have many potential benefits for all.

PROGRESS TO DATE

Basically, the time line for the first project is being followed closely. Materials for both the "co-op prep" and the second seminar have been revised. Industry leaders have formed a committee to work with staff during the phase-in. The Career Resources Center has been upgraded in title and expanded in function to include transfer activity. (In the past, the "Transfer Fair" was the only visible sign of the college's commitment to transfers). Close encounters of several kinds have been achieved with Vassar faculty, students and administrators. This relationship has been pursued carefully and thoughtfully by both institutions. Although Vassar undoubtedly has other inner-city students, I do not believe they are there as the result of an explicit agreement between the two institutions. It seems that most of the LCC faculty are now knowledgable about the project - I cannot speak for the students, but that will come through time. There should be no problems in implementing the rest of the project stages.

SIGNIFICANCE

I think that this first activity imparts a greater than average impact on the institution. Whether they go or not, the POSSIBILITY of transferring to a place like Vassar must be seen as a major new factor in the self-concept of the LCC student, who at the present time limit their view to CUNY institutions if they think of transfer at all. My belief is that some Vassar students and faculty could benefit through reciprocal programs with LCC - particularly those who have not experienced higher education in the heart of a major city in a nonresidential context.

In addition, I think that this could be just the first of several such alliances for LCC. It represents one extension of the networks that have served the college so well in the past - but this extension also extends the student's perception of what is possible. Several other extentions might continue the same theme, but into other institutions than elite, residential, liberal arts undergraduate institutions.

One thing is clear. The institution has an unusual capacity to work together in the implementation of programs like this one. This capacity will virtually assure the success of future work in the area of transfer. For this reason, the institution could easily become a model for other community colleges interested in increasing their own transfer programs. I believe that this college can accomplish virtually anything it sets out to do.

Harold Hodgkinson
4/5/84

Appendix B

LaGuardia Community College

FORD FOUNDATION TRANSFER
OPPORTUNITIES PROJECT

PROFILES OF GRADUATES' TRANSFER EXPERIENCE

To capture a sense of the real problems and possibilities LaGuardia graduates have in pursuing the baccalaureate, the project is conducting in-depth interviews with 20 graduates. Sample profiles of their experiences -- with fictional names -- follow.

4/5/84

JEAN AUGUSTE

Jean Auguste entered LaGuardia as a fiercely independent young man who thrived on fighting for what he believed in. He was the eldest son of a Haitian doctor and left seven brothers and sisters at home when he entered college. His father was most supportive of his early interest in science, but made it quite clear that Jean was on his own financially after high school.

Jean entered LaGuardia in 1978 considering a career in bio-chemistry. After an eye-opening co-op internship at Columbia Presbyterian Hospital, Jean changed his goals to follow a career in medicine. Knowing his plans early for eventual transfer to a four-year institution helped Jean and his LaGuardia advisors to plan classes fairly well-suited for transfer. Nevertheless, Jean had to fight tooth-and-nail with two institutions so as not to lose course credits in the transfer process. Jean felt a great deal of discrimination against two-year institutions by both Brooklyn College and Columbia University. Initially he transferred to Brooklyn College after graduating from LaGuardia with a 3.9 GPA. He left Brooklyn College after one term; he felt the college's large, impersonal nature combined with its unwillingness to discuss proper credit transfer took too much from his studies. He then transferred to Columbia University's School of General Studies, first attending at night (while he supported himself working days at the Chemical Bank), and later studying full-time days and working nights. Again, at Columbia, Jean had to spend vast amounts of energy fighting to keep his LaGuardia credits in the transfer. At one point he met with a Columbia faculty committee for hours. The committee was split down the middle as to how many LaGuardia courses would transfer to a Columbia Pre-Med degree. Jean went so far as to compare LaGuardia's Lab courses hour by hour with Columbia's; finally, he won the Committee over. He also agreed to take an exemption exam for another questionable course. He passed the exam with flying colors. When asked if he had considered bringing in LaGuardia faculty to help with the battle, he replied that he preferred to do it on his own, but was bolstered by the fact that he knew they would support him if needed.

Jean has just graduated from Columbia (Winter '84) having maintained a 3.8 GPA while continuing to support himself through working at Chemical Bank. He has just been admitted to one of the finest medical schools in the country, Columbia College of Physicians and Surgeons.

Jean considers his experience at LaGuardia the best of his college years. He spoke of the college as small, with close personal contact between student and faculty. "Faculty members often become friends and are willing to listen to problems;" and they still care about him when he returns to visit 4 years after graduating. He feels an "arrogance" at Columbia in the attitudes of some famous professors who seem to know their work so well that they forget others are still

Jean Auguste (continued)

learning. He spoke of the LaGuardia approach to science, with labs and lectures combined with related internships, as a real opportunity to combine study with learning by doing. Finally, he thought LaGuardia had prepared him in many ways for the struggles he had to put up with later in pursuit of his long range career goals

FERNANDO GOMEZ

Fernando Gomez had no illusions about what he wanted when he entered LaGuardia in 1976. His career left little room for illusions. He was 36 years old, a father of two, and had worked for many years counseling alcohol and drug addicts. After eight years in the field, he wished to move into program administration. A Masters in Social Work was a "must."

Fernando chose to start studying at LaGuardia for it suited his need for night and weekend classes. He continued to work at Kings County Hospital throughout the seven years he studied for his MSW. Six months before graduating from LaGuardia, he began looking for a four-year institution that would place a high value on his age and experience. He was offered a good scholarship at Stonybrook, but felt the commute would be "crazy." St. Francis College in Brooklyn was ideal. "It was in my neighborhood, offered weekend classes and offered me credit for my life experience. I spent six months writing up a comprehensive portfolio of my life experience and then paid only $500 to receive 46 credits."

Fernando found certain aspects of being a "mature" student draining. "There is a danger of coming across as if you know it all, taking courses in a field you work in. I had to separate school from personal life and remind myself that I was in school to learn, not just for the degree." To deal with the stress of studying and staying on top of his job, Fernando organized a support network in the social work department at St. Francis. The network provided a mechanism for sharing problems and doing group studying and projects together. Fernando graduated in two years from St. Francis with a B.S. in Sociology.

Again, through a careful look at transfer options, Fernando arranged to utilize his age and experience to cut costs and time from his MSW degree. Hunter College offered a one-year residency program specially designed for people with 5 years work experience in the field. Only one year field work was required. He finished his Masters work in 2½ years, working throughout.

Fernando immediately became Project Director of the "sobering up station" of the Bedford Stuyvesant Community Health Center.

He is now Director of an Alcohol Center in the Medical Art Center Hospital, in charge of staff and program for a 16 bed unit.

TANYA WASHINGTON

Tanya Washington entered LaGuardia at seventeen, with the idea of working toward a law degree already in mind. "LaGuardia was very easy for me. I got almost straight A's." She felt the most valuable part of LaGuardia for her were the co-op internships. "They really pushed me to grow up and leave home. They made me realize that it was possible to work and study at the same time; I knew once I left home I would be on my own financially." Tanya lived at home with her parents until she graduated in 1978.

Tanya and three friends decided they would explore some different transfer options together. They went to the career development office, got a great deal of help from their advisors, and made good use of the computer to see what suited them for transfer. They all applied to Georgia State, Hofstra, and another local college. Georgia State accepted all four young women, and they moved south together.

Tanya shared an apartment with one of these friends for the next two years. She found the first three quarters at Georgia State very, very difficult and actually failed two courses. The combination of leaving family, working full-time in a law office days, and studying nights was a jolt and took some getting used to. She also felt the coursework at LaGuardia was much less demanding than at Georgia State.

Tanya has continued to work full-time and study at night for the past five years. She will graduate Spring of '84 after completing the one required internship by working in a prison. During this time, her workplace has been most supportive of her studies and is encouraging and advising her in her application to law schools in the area.

ANNA SIMMS

Anna Simms entered LaGuardia College at the age of 18, straight out of high school. Her parents, originally from Puerto Rico, had always hoped she and her two sisters would at least finish high school. They considered her going to college a great accomplishment and offered Anna food, lodging and a supportive home while she continued to study for the next four years in New York City (from 1973 to 1977).

Anna had her career all mapped out when she entered LaGuardia... she had chosen the exciting life of a court stenographer. After taking several required courses, the reality of the lack of human contact in the field soon dampened her enthusiasm. She switched to training to be an administrative secretary. Gradually, as Anna worked to support herself in a work-study position at the LaGuardia library and in various co-op internships, she saw that she gained most satisfaction from close contact with people and from playing a helpful role in their lives. The turning point in her career planning came when Anna was one of a very few students selected for a highly competitive internship in Puerto Rico teaching third and fourth graders. Soon after, her career path solidified to one which she has followed with great success ever since... that of a teacher and counselor working primarily with college age students.

She credits the internship in Puerto Rico, her first real separation from home, with fostering new independence, survival skills, and a broadened perspective on life. She also considers the LaGuardia co-op internship program a great preparation for being on one's own in a larger, four-year college such as Lehman; this was the college she chose to transfer to upon receiving her AA degree from LaGuardia in '75. In retrospect, Anna strongly advises students to really shop around when transferring to a 4-year institution, to make sure they choose a college that suits them. "Read their materials, visit, go to orientation, talk to students and alumni." (She has since designed numerous workshops at the college where she teaches, alerting students to the many different transfer options. available.)

Anna felt the transition from LaGuardia to Lehman was quite difficult. In some ways Anna felt almost spoiled by LaGuardia's small size, warm, accessible faculty, and close student body." She was not prepared for the large, impersonal setting of Lehman where the motto seemed to be "everyone for her/himself." The saving grace for her was a course in peer counseling, where both group and individual counseling went on as part of the course. She feels all larger colleges should make sure some similar counseling is built into their student support

system; it was what made the difference to her in alleviating her sense of isolation and fostering her motivation to continue on in her studies. Anna decided to pursue a masters degree after obtaining a BA in Psychology in 1977 from Lehman.

A friend told her about an excellent Masters program in counseling offered at Brockport College in upstate New York. Anna applied (without much shopping around for other options) and was offered a good scholarship. She lived off campus, worked part-time, and completed her M.A. degree very quickly within the year. Brockport immediately offered her a position on the faculty as counselor/instructor. She moved on a year later to teach at the Malcolm King College for three years. Since September 1981, she has been a counselor/instructor at Boricua. She says, "The long road to a Masters was well worth it, for it opened up many more doors to me in a crowded field and opened up myself as a human being as well."

BARRY GREEN

Barry Green entered LaGuardia College at 17 with a clear career plan laid out -- to pursue a BS degree in computer programming. He breezed through LaGuardia with a 4.0 GPA. He used LaGuardia's transfer resources. "The computer was a great help, I just fed in my interests and requirements and chose 8 colleges to apply to from what the computer fed back." Union College was the first to accept him and fit his needs perfectly. It was small (500 students), private, residential with an excellent business oriented program. Barry lost only a few co-op credits in the transfer. In the long-run this proved beneficial for he was able to make up these credits during the Summer through New York University courses in London in Modern British Theatre. Also, though he lost credit for the LaGuardia co-op work, Barry felt the work experience made him much more valuable to the companies recruiting future employees from Union. He was hired by IBM before he graduated, finishing Union with a 3.9 GPA and entering IBM at the age of 21 with an income of $21,600.

Barry clearly was considered by IBM a very valuable employee. His salary rose by $5,000 within a year and a half. But, "the three piece suit mode" was not for him. Barry, in his words, "retired" and has been "in transition" in his career. For the past year he has volunteered in the Israeli Army, worked with children, and traveled while deciding what path his career will take.

MARIA FLORES

Maria Flores felt it was time for a change. Her parents had emigrated from Puerto Rico to New York City before she was born. She now was still in New York City, 33 years old, and a mother of 2 young children; she had worked at the same publishing firm for 13 years, rising from clerk typist to sales administrator by the time she resigned in 1973 to have her second child. It was time to change careers, return to school and seek a degree in education.

The combined support of her husband and her live-in mother providing child care gave Maria the impetus to study full-time at LaGuardia. She went through LaGuardia with flying colors, graduating with a 3.93 GPA in 1978. Her instructors soon became her colleagues. Impressed by how Maria balanced her roles as devoted mother, wife and mature student she was hired as a Lab Technician by the LaGuardia Secretarial Science Department. There her function was to tutor students in stenography, typing and office practices.

At the same time, with support of her colleagues, Maria transferred to Baruch to pursue a degree in business teacher education at night. "A ship in the night" was how Maria described her early years at Baruch. She was juggling the roles of full-time worker, part-time student, wife and mother. "I felt physically exhausted every night, and was not prepared for being on my own at a big, impersonal place like Baruch. The advisors are only available to you during the day, and I was only there nights. Maybe I was spoiled by being hand-carried through LaGuardia by such dynamite supportive faculty. I needed to be warned of the pitfalls of doing it by yourself when making a transfer to a snobbish, 4-year college."

It took Maria a whole year to get her transcript evaluated at Baruch and, by that time, she was told some of the courses she had chosen to take would not count toward her degree. Many of her courses from LaGuardia were discounted, as well. "If only someone had sat me down at LaGuardia and said, 'Okay, you're going to transfer, you won't get credit for these courses.' Faculty at LaGuardia should consider very carefully how they write up course descriptions in the catalogue - that's all Baruch could look at in transferring my credits (e.g., Legal Stenography worth 12 credits at LaGuardia is only 3 at Baruch). I almost quit. The only thing that kept me going was knowing I had to have a degree to teach."

With great determination, Maria studied nights at Baruch for 7 years. She has just completed all her course requirements and will graduate in January, 1975 with 150 credits. LaGuardia, as employer, has been most supportive of her studies and has awarded her a fellowship and leave from her job to enable her to complete her student teaching requirement. Maria plans to seek an appointment as a full-time instructor at LaGuardia upon graduation from Baruch.

LISA SMITH

Lisa Smith entered LaGuardia at 33 as a single, black mother with a 9 year old daughter to support. Her LaGuardia record was excellent and faculty encouraged her to apply for transfer to some prestigious four-year institutions. She was awarded a scholarship by Smith College, but the idea of leaving the support of family and friends in New York made her quite reluctant and hesitant to move away. Through a LaGuardia, co-op internship, she was given a chance to try out Smith's environment. That three month experience gave her the confidence and supportive contacts to make the transition. With her 11 year old in tow, she completed her B.A. at Smith College and is now enrolled in Smith's Graduate School of Social Work.

Appendix C

TRANSFER-RELATED ACTIVITY

ARTICULATION AGREEMENTS

CUNY: Baruch[1], City[2], Hunter[1], Lehman[1], Queens[2], York[1]

College of Human Services[1]
Long Island University[2]
Marymount Manhattan[3]
N.Y. Institute of Tech.[3]
New York University[2]
Pace University[3]

Pratt Institute[2]
Rochester Institute of Tech.[3]
St. Johns University[3]
SUNY: Albany[3], Old Westbury[2], Plattsburgh[3]
Vassar[3]

[1]Comprehensive
[2]Partial
[3]In process

TRANSFER PROJECT COMMITTEES

POLICY COMMITTEE

J. Shenker
M. Moed
S. Armiger
S. Gordon*
W. Hamilton
H. Heinemann
J. Lieberman*

EMPLOYER COMMITTEE

J. Bostic, Pfizer
J. Champion, Merrill Lynch
L. Diaforli, McGraw Hill
C. Esslinger, IBM
H. Heinemann
D. Williams

OPERATIONAL COMMITTEE

A. Adesman
S. Armstrong
W. Davidson
C. Farrell
I. Feifer
R. O'Pray
J. Saul
T. Theodorou
L. Trawick
J. Weintraub
D. Williams

TRANSFER COMMITTEE

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A. Arnold
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R. Coiro
W. Davidson
S. Ebrahim
R. O'Pray
H. Perry
J. Schulman
L. Trawick

VASSAR COMMITTEE

M. Abkemeier
A. Arnold
S. Barber
J. Chaffee
A. Hernandez
F. Khan
R. O'Pray
L. Trawick
H. Weiner

*S. Gordon and J. Lieberman are members of all other committees except the Employer Committee.

Appendix D

CAREER RESEARCH

STUDENT WORKBOOK FOR SECOND COOPERATIVE EDUCATION INTERNSHIP SEMINAR

A WORKING DRAFT

CAREER RESEARCH

STUDENT WORKBOOK FOR SECOND COOPERATIVE EDUCATION INTERNSHIP SEMINAR

by

Ted Theodorou

Division of Cooperative Education

Project Administrator

Dr. Irwin Feifer, Associate Dean

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LaGuardia Community College
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Long Island City, New York 11101

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T.T.

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CHAPTER 1: THE ROAD TO SUCCESS

"My interest is in the future because I am going to spend the rest of my life there."

Charles F. Kettering

"THE ROAD TO SUCCESS"-DOES IT EXIST?

The time is ten years from now. The scene looks something like this:

You're sitting in the president's waiting room of the company in which you've always wanted to work. You've submitted your resume, completed a job application, been interviewed by three different people, had your references checked, and are now waiting to find out if you have gotten the job. The secretary walks over to you and says, "The president will see you now." Trembling, you pick yourself up, make sure you look professional, and head toward the president's door. You walk inside, the president asks you to be seated and then with a stern official look says, "After reviewing the results of your interviews and application...," your hands tighten from the suspense, "we all agree that you have the necessary credentials, experiences and background for the job. We would like to offer you a job with our organization." Your heart pounds with excitement! Congratulations! You've made it! You're a success!

No doubt this is a scene we would all like to be in. The question, of course, is how can you get there? Is it by learning how to interview well? By knowing the right people? By choosing the right major? The right school? What really counts? Is there a "road to success?" If there is, what is it?

WHERE ARE YOU HEADING?-DEFINING SUCCESS

It has often been said that before you can figure out how to get somewhere, you have to know where you want to go. Finding the road to success first requires that you define what success means to you.

The word success has different meanings for each one of us. For some it means having a good job, getting married, a car, a house, two kids and a dog. For others, success means just being happy. The definition of success we each have, has been influenced by society, our family and friends, and the values in which we believe. At different stages of our lives, this definition often changes. But no matter what your definition, success reflects the achievement of a goal.

In our lives there are many types of goals which we set. Some are personal goals like improving your health, winning a race or raising a family. Others are career goals such as getting a degree, earning a good salary or becoming president of a

company. Goals are both short termed and long termed. Though your short term goal may be to find a job in your field, your long term goal may be to someday have your own business. How successful you feel by achieving a particular goal usually depends on how important the goal is to you.

Achieving some of the goals in your life often affects the pursuit of other goals you may have. For example, one of your goals may be to live in another part of the world. But moving there may make it difficult for you to find work in your career field, which is another one of your goals. In situations like this people often decide which goal is more important to them and then adjust their other goals. Achieving success in your career goals is very much like this situation.

The way you define success in your career will affect your achievement of success in your personal life. For example, your career will affect where you live, your lifestyle, how much leisure time you have, the things you can afford to buy, and the types of pressures you will have to deal with. Your career will be one of the most influential factors in your life.

The scene described in the previous section is a success story. But it is only a small part of the larger picture. In order for you to have had a successful interview, you must have developed the appropriate background for the position. Furthermore, success in an interview does not mean a successful career. It only means that you will have the opportunity to work toward a successful career. A job is part of a career. A career may include many jobs. But a career does not only include jobs. It also includes your education, the skills you develop, the contacts you make with people in your profession, and understanding what it means to be a professional in your field . A successful career is achieved by being successful in all of these areas. A successful life is achieved by getting where you wanted to go.

HOW DO YOU GET THERE?-PLANNING THE ROAD.

Every career field has different requirements for achieving success. Some require high levels of education and strong technical skills while others are more dependent on one's personality. As mentioned above a career includes your jobs and education, the skills you develop, the contacts you make with people in your profession and understanding what it means to be a professional in your field. How far you pursue each of these areas affects how far you can go in your career. For example, though an Associate degree may be all you need to get an entry level job in your field, will it be enough to help your career advance?

The road to achieving success in these areas is often left to chance. People hope they will choose the right major, meet the right people, and say the right things during an interview. Hope is not enough. Achieving your personal and career goals

requires planning and hard work. In order to make plans you need information.

GATHERING INFORMATION

Throughout our lives we are bombarded with opinions as to how we can achieve our life goals. Parents, relatives, teachers, counselors, friends, and the media all give us their opinions on how to achieve success. Their opinions, like our own, are usually based on their experiences and on information that they have come to believe is true. By blindly accepting opinions, you run the risk of being misled. The information you use to plan a career should result from careful research rather than from a collection of opinions.

CAREER RESEARCH

The purpose of this seminar is to help you research your career field. Through the term project, which is discussed in the next chapter, you will gather information which will help you plan a road to success for your career. The seminar will help you in learning what kinds of information can assist you in planning your career and where to find it. You will be shown how to use interviews to gather information and how to know if the information is reliable. By the end of the seminar you will have learned a process which you can use to plan your future and increase the chances for success.

COURSE REQUIREMENTS

Attendance: The seminar will meet for seven sessions. Attendance is required at all sessions.

Assignments: The major assignment for the seminar is the term project. Besides this there are readings which must be done each week. Each reading is accompanied by questions called Guide Statements which are intended to help you summarize the major points in the reading. They will be used for class discussions and will be collected. The assignment for each week is listed at the end of each chapter. Weekly assignments and the term project, must be handed in on time. Your instructor is not required to accept late assignments or term projects.

Grading: The final grade you receive for the seminar is worth 50% of your total internship grade. The seminar grade is based on the quality of your term project, your weekly assignments and class participation. You will receive a letter grade for the seminar.

If you have any questions about the seminar, please ask your instructor.

ASSIGNMENT DUE SESSION 2

1) If you have done so in class read chapter 1.

2) Read Chapter 2 - The Future Resume pages 5 - 24.

3) Complete the Guide Statements on pages 5 - 8.

4) Read Appendix A - the Research Sheets pages 73 - 94.

Name:_____

GUIDE STATEMENTS FOR CHAPTER 2: THE FUTURE RESUME

The Guide Statements below will help you focus on the reading which follows. Review them before beginning the reading. Once you have completed the reading answer the Guide Statements in your own words. The Guide Statements will be collected at the next session of the seminar.

1) Define the Future Resume.

_____

_____

_____

_____

_____

_____

2) Describe how a Future Resume differs from a current resume.

_____

_____

_____

_____

_____

_____

3) The Future Resume is a summary of fantasies you have about what you would ideally like life to be.
True or False? Explain why.

_____

_____

_____

_____

_____

_____

Name:_____

4) List any questions you may have on constructing the Heading and Objective sections of your Future Resume.

5) List any questions you may have on constructing the Education section of your Future Resume.

6) List any questions you have on constructing the Experience section of your Future Resume.

Name:_____

7) In your own words, define what Professional Associations are.

_____

_____

_____

_____

_____

8) Describe how Professional Associations can help you.

_____

_____

_____

_____

_____

9) List any questions you have on constructing the Professional Association, and Skills sections of your Future Resume.

_____

_____

_____

_____

_____

_____

10) List any questions you have on completing your term project on

_____

_____

_____

_____

_____

_____

Name _____

CHAPTER 2: THE FUTURE RESUME

"People are afraid of the future, of the unknown. If a man faces up to it and takes the dare of the future, he can have some control over his destiny. That's an exciting idea to me, better than waiting with everybody else to see what's going to happen."

John H. Glenn, Jr.

HOW FAR HAVE YOU COME?-WORKING TOWARD YOUR GOAL

By this point in your life at LaGuardia, you have been exposed to a variety of topics designed to help you make progress toward your career goals. In your Coop Prep course, you took a close look at your life accomplishments, your skills, and your values. You learned how to prepare a resume and practiced interviewing. You also were introduced to the Career Resource Center and the various materials that are available to assist you in planning your career. All of these laid the foundation for you to begin planning your career and go out on your internships.

By this point in time, you have also completed your first internship and are currently on your second. You have begun to gain experience in your chosen career and in doing so, have begun to make contacts. You may still be unsure of the specific career you want to pursue. There is nothing wrong with that. The program at LaGuardia is designed to help those of you who know what you want to do and those of you who are unsure. Through your internships and seminars, you have the opportunity to explore different careers and consider a variety of choices.

The Coop Prep course taught you some of the skills you need to pursue your career. The internships can help you gain experience and make contacts in your career field. Properly used, both can help you in making progress toward your career goals.

THE FUTURE RESUME

In your Coop Prep course you were taught how to write a resume. The Coop Prep Workbook defined a resume as:

> "...a summary of certain aspects of your life:
> Those past and present activities, accomplishments
> and skills that will enable a potential employer
> to determine whether you are the right person for a
> particular position."

If a resume is a summary of the past and present, what then is a "Future Resume"?

In the previous chapter we discussed the importance of making a

plan for achieving your goals. It was stated that being successful in a career meant being successful in your jobs and education, in developing your skills and contacts, and in understanding what it means to be a professional in the field you decide to pursue. What do these topics remind you of? Of course, the resume! If you recall, the format of the resume included the categories of Objective, Education, Experience, Skills, and References. (Though other categories may be included, these are the major categories which are typically included in a resume. For further information on the Resume see the Coop Prep Student Workbook, Session 4 - "Writing Your Resume.") The categories list the following:

OBJECTIVE - a brief statement of the position you would like to obtain.

EDUCATION lists the schooling which you have completed, the academic honors you have received, and the coursework that is relevant to the position you are applying for.

EXPERIENCE - lists brief descriptions of the jobs and responsibilities you have held.

SKILLS - lists the special skills you have which were not mentioned in your job descriptions.

REFERENCES - refers to the people who would make a positive statement about your personal and professional abilities.

If the resume, as described here, is a summary of the past and present, the Future Resume is a summary of what you plan to do in the future. Changing the definition of the resume slightly, the Future Resume is:

> "...a summary of certain aspects of your life. Those past, present and future activities, accomplishments and skills that will enable a potential employer to determine whether you are the right person for a particular position."

The Future Resume can be a useful tool in helping you plan what you must do in order to progress toward your career goal. It requires that you not only list what you have done and are currently doing but also what you plan to do in the future to achieve your career goal.

Before you decide what to list on your Future Resume, you must be sure that the information is reliable rather than what you have heard to be true. Relying on what you have heard is true, or on only one source of information can be misleading. Your decisions should be based on the careful research of a variety of information sources. For example:

a) reviewing printed materials such as those found in the Career Resource Center, company annual reports, journals, and college bulletins;

b) utilizing services such as the computer terminal in the Career Resource Center; and

c) interviewing professionals in the field or fields of your choice. This includes employers, teachers, college administrators, selected professionals who are employed in your chosen field, and career counselors.

The types of information you gather should cover the categories of the resume. In doing so you are planning what you must do in order to achieve your career goal. The Future Resume is the resume you plan on having when you have achieved your career goal. It is not a summary of fantasies you may have about what you would ideally like life to be. It should be a summary of the realistic assessment you make of yourself, your goals, and of the information you have gathered. Keep in mind that if you are undecided about your career, you could have more than one Future Resume.

Each resume would lay out a tentative plan for pursuing each of your possible career goals. Even if you do know what field you want to go into, you might want to construct a variety of Future Resumes for other fields that you might consider pursuing later.

PREPARING YOUR OWN FUTURE RESUME

The term project for this seminar is to prepare a Future Resume which lists the steps you might take to achieve your career goal ten years from now. The following sections describe some of the issues you should consider in writing a Future Resume. Your instructor will review the points covered in these sections in your next class. Be prepared to ask questions and raise concerns you may have about preparing your Future Resume.

Along with constructing a Future Resume you must complete the Research Sheets, located in Appendix A, which refer to the research you have done to write your resume. These sheets should be attached to your Future Resume when you hand it in.

In order to assist you in completing your Future Resume the seminar has been designed to guide you in doing the research. The readings in the following chapters will provide you with guidelines to complete your Future Resume and Research Sheets.

The Future Resume you construct should focus on the career you want to pursue. If you are undecided about the field you wish to go into, choose one which you would like to Research for this seminar.

The requirements for completing your Future Resume and Research Sheets are as follows:

1) The Future Resume you must construct is for the next ten years. You must list at least three positions during this period. You must also include the positions which you have held up until the present. For the purposes of this project, volunteer experiences can be included in the Experience section of your Future Resume. If during the future ten year period you plan on holding a part-time job outside of your field to earn money and a voluntary position in your field to gain experience, you must list both of the positions on your Future Resume.

2) You must use three or more printed information resources, such as reference books, professional association newsletters, and magazine or newspaper articles to research your career area. Make sure that you use the most current editions or issues. Printed information resources can be found in the Career Resource Center, the LaGuardia library and in many branches of the NYC Public Library system. The Final Research Sheet is the Bibliography Sheet. You must list all of the materials which you used to complete your research.

3) You must conduct three interviews of professionals in your career field. Included here can be people in your internship organization, in other organizations employing professionals in your field, academic faculty, and personal contacts you may have with professionals in your career area. You must attach a copy of your interviewing questions to your Research Sheets.

4) One of the information resources that is available in The Career Resource Center is the Guidance Information System (GIS). GIS is a computer-based system which provides a variety of information on careers, educational institutions and financial aid. You are permitted to use GIS as one of your printed information resources. If you do, you must attach a copy of your print-out to your Research Sheets. If you do not know how to use GIS, ask one of the counselors in the Career Resource Center for assistance.

5) You may use other information gathering methods as long as they are approved by your instructor.

6) Your Future Resume must be typed and no longer than two typed pages. The Research Sheets can either be typed or neatly printed. Illegible work will not be accepted.

7) There is no "single best" way to construct your Future Resume and complete your Research Sheets. There are many paths that one can take to achieve career goals. In view

of this you should not design a plan which you think others would approve but that does not fit your own plans. Your term project grade will be based on:

a) how thoroughly you research your area;

b) how well planned the steps are that you list you will take to achieve your goal; and

c) the quality of the explanations on your Research Sheets

8) The term project is due the last session of this seminar. Please ask your instructor for the exact date.

INSTRUCTIONS FOR CONSTRUCTING A FUTURE RESUME

The order in which the following categories are presented is the order in which they should be listed on your Future Resume.

HEADING

Located at the top of your resume, the Heading lists your name, address, and telephone number. At present your resume lists where you currently live. In contrast to this, your Future Resume should list where you plan to live when you have achieved your career goal. This may be in the same city you are in now, in another city or state, or in another country. The decision on what to write here depends on:

a) your personal life goals; and

b) the location where you are most likely to find employment in your career field; for example New York City may not be the best place for a grammar school teacher to find work; your research may indicate that there are more opportunities in Long Island, Upstate NY or in another state.

Example:

Your current heading may look like this:

Chris Hernandez
41-06 99th Street
Corona, NY 11736
(212) 216-6985

But after doing the research on your field, you find that the

greatest opportunities for growth in your field are in California and you are willing to go there. The heading on your Future Resume would look like this:

Chris Hernandez
65 Ellington Road
Los Angeles, CA 90736
(213) 691-7716

In writing your heading it is not important that the street address, zip code and telephone number are accurate, but rather only the city and state or country.

OBJECTIVE

On the Future Resume, the Objective is a brief statement of the position you expect to be in when you have achieved your career goal.

Example:

At present your Objective may be:

- To obtain a position as a sales clerk in a retail store.

Your career goal may be to become a buyer in a department store. The Objective on your Future Resume may look like this:

- A position as a Buyer for Ladies Apparel.

Remember the Future Resume must be realistic. Your objective should reflect a goal that your are serious in pursuing. If you are undecided and have more than one career goal, you should construct a different Future Resume for each objective and career goal or choose one area to focus on for this seminar.

EDUCATION

Deciding whether or not to continue your education after LaGuardia is a very important decision. It is crucial that your decision is based on a good understanding of:

a) the alternatives available to you for pursuing your education; and

b) the long term impact having or, not having a college degree (Associate, Bachelor, and graduate degrees) has on your career.

An Associate degree is indeed an important step in pursuing your career. But is it enough? Even if it is the only educational requirement for "breaking into" your career field, will it be enough to allow you to advance in your field? Most often the

answer to this question is no. Though having a Bachelors degree does not guarantee you a job, it is often one of the minimum requirements for getting a job in your career field and for advancement. In many fields graduate degrees are also required.

The starting salary that many companies offer is often affected by the degree one has attained. Depending on the field, someone with a Bachelors degree will often be offered a higher starting salary than someone with an Associates degree. Salary increases and promotions are also often affected by the degrees you have attained. In many Civil Service areas the degree you have will decide the occupational and salary levels you are allowed to apply for. Needless to say, continuing your education is an important part of planning for your career growth.

Pursuing your education beyond your Associate degree not only helps you in meeting the requirements for a job but also in developing knowledge of your field and of areas which will help you in other aspects of your life. Though you may be an Accounting major and take mostly Accounting and Business courses, a course in Psychology will help you better understand the people you live and work with. Education should not be viewed as merely for the sake of a job. It is also intended to help you develop as an individual.

Often people choose the schools they will attend by how convenient it is to get to them. Though this might be one of the factors, with regard to career development it should be of least importance. Some of the questions you might ask in order to decide which school you should attend include:

a) Are you willing to travel away from home to attend the best possible program you can get into?

b) Does the college offer the major you would like to study?

c) Is the department in which you plan to study recognized as offering a good program? Just because a college is generally thought of as being a " good" school, does not mean that all of its academic departments are considered good.

d) What are the requirements for admission into the program?

e) What are the costs for attending the college and is financial aid available?

f) Does the college offer student services such as counseling, and placement?

The answers to these questions and many others like them are key factors in deciding what college to attend. In the later sessions we will discuss some of the resources you can use to

help you in choosing a school.

In writing the Education section of your Future Resume, you must consider issues and questions such as those listed above. After completing your research you should be able to list the school(s), major(s), and degree(s) which will best help advance your career.

At present the Education category on your resume lists LaGuardia and possibly the schools which you attended prior to LaGuardia. Besides listing these, your Future Resume should include the schools you plan to attend after LaGuardia in order to achieve your career goal. Included here should be:

a) the name and locations of the school(s) you plan to attend;

b) the degrees you have earned and plan to earn;

c) your major(s);

d) the honors or awards you have received or would like to receive.

Another important component of the Education section of your resume is the listing of dates. If you are planning to go on to a four year college as soon as you graduate from LaGuardia then your starting date at the new school would be soon after your graduation date from LaGuardia. If you plan on waiting a few years before you go on to a four year school then your starting date for the new school would be later. The graduation date(s) from your new school(s) will depend on whether you plan to go part-time or full-time.

Here is an example of the Education section of the Future Resume of a person who wants to become a Systems Analyst and who continued his/her education full-time:

9/86 - 6/88 New York University - New York, NY
Master of Science Degree
Major: Computer Science/Systems Analysis

9/84 - 6/86 Queens College - Flushing, NY
Bachelor of Arts Degree
Major: Computer Science
Honors: Cum Laude, Dean's List

9/82 - 6/84 LaGuardia Community College - Long Island City, NY
Associate of Arts Degree in Accounting

Here is another example of a person who wants to become an accountant but decided to go part-time.

9/87 - 6/91 Baruch College - New York, NY
Bachelor of Arts Degree
Major: Accounting
Minor: Computer Science

9/83 - 6/87 LaGuardia Community College - Long Island City, NY
Associate of Arts Degree in Accounting

Note the differences in the length of time taken to complete the degrees. The decision to continue your education part-time or full-time is up to you. Both are perfectly acceptable for your career growth. In later chapters we will discuss different alternatives for pursuing your education.

Throughout this section we have discussed the Education section of the Future Resume as though everyone was going to continue their education after LaGuardia. What if you are not planning to continue?

First of all, you must be sure that the reason you are not continuing is a valid one. What may now seem like an obstacle preventing you from continuing your education may be overcome with the appropriate research and planning. Secondly, is your career goal one which will <u>not</u> be helped by pursuing a Bachelor's degree? Before you answer, make sure you have thought well enough ahead and have done the appropriate research. Will not having a Bachelor's degree limit the job opportunities that will be available to you in the future? Remember, a Future Resume is a long term plan. What might be true of a career and your life today may not be true in the future.

If after considering these points you decide that you will not continue your education, LaGuardia would be the final school listed on your Future Resume. For example:

9/83 - 9/85 LaGuardia Community College - Long Island City, NY
Associate of Arts Degree in Secretarial Science
Honors: Dean's List

<u>EXPERIENCE</u>

A job is only part of a career. A career is often made up of many jobs. Each job should act as a "stepping stone" toward your career goal. For example, before you can become a writer for a major city newspaper, you must first work in positions which help you develop the necessary experience. Included here might be jobs as a proofreader, an assistant editor or a writer for a college newspaper.

There are many job paths that one could follow toward a career goal. Constructing the Experience section of your Future Resume is an exercise in planning one of the paths you might pursue. The information you must gather will be from published materials and from interviewing professionals in the field. It should

include:

a) a description of the responsibilities and skills necessary for the job you are aspiring to: and

b) descriptions of the jobs that would help you develop the experience necessary to obtain it.

For example:

Marion's career goal is to become a psychologist in a mental health clinic. The first job listed will be the job she plans to hold when she reaches her ten year career goal. Upon completing her research, Marion writes the following job description of a psychologist in a mental health clinic.

Psychologist - Creedmore Psychiatric Center - Queens Village, NY
Responsibilities include intake, screening and assessment of clients, on-going therapeutic services to individuals, families and groups, and psychometric testing.

In order for Marion to plan for achieving this position she must understand:

a) what each of the responsibilities and skills of the psychologist are, for example, psychometric testing; and

b) what jobs or experiences prior to this must she have so that she can develop the experience and skills necessary to work in the above position.

After doing her research, Marion finds that before working as psychologists, individuals pursuing this career often work as counselors. This often occurs during the time they are in graduate school.

Counselor - Queens Child Guidance Center - Woodside, NY
Responsibilities included intake and screening of clients requesting services and providing referrals to families with learning disabled children. Also assisted psychologist in testing clients.

Note that Marion's job description includes the duties that she might perform as a counselor and that would help her in advancing toward becoming a psychologist. For example, she listed assisting psychologist in testing clients. This indicates that she is developing experience in psychometric testing.

Upon conducting further research, Marion finds that before becoming a counselor, individuals pursuing this career area often work as intake workers. This may occur while they are in graduate or undergraduate school.

Intake Worker - The Puerto Rican Forum - New York, NY
Responsibilities included completing intake forms on individuals seeking welfare, housing and/or employment, and conducting follow-up surveys of clients. Also assisted counselors in a variety of clerical tasks.

In the above example, Marion has researched and listed:

a) the description of the responsibilities and skills necessary for the job she is aspiring to; and

b) the descriptions of jobs that would help her obtain it. On her Future Resume she should also include the jobs she has held up until the present.

Another important part of the Experience section of the Future Resume is the dates when you plan on holding your future jobs. Though these dates can simply proceed in order beginning with your current resume and working ahead you should pay attention to the following factors:

a) the length of time people tend to stay in each position before they move on to the next position;

b) the fact that your term project requires you to list at least three jobs which you plan on holding during the next ten years; and

c) you may be planning to work while you pursue your education. In cases such as this, the dates listed for your education will overlap with those listed for your jobs.

Here is an example of the Experience and Education sections of Marion's resume. Marion is planning on working while she goes to school part-time. Note how the dates overlap between the two sections.

EDUCATION

9/89 - 6/93	New York University - New York, NY Master of Arts - Psychology
9/85 - 6/89	Queens College - Flushing, NY Bachelor of Arts - Psychology Honors: Cum Laude
9/82 - 6/85	LaGuardia Community College - Long Island City, NY Associate of Arts - Liberal Arts - Social Science Honors: Dean's List

EXPERIENCE

7/93 - Present	Psychologist - Creedmoor Psychiatric Center Queens Village, NY Responsibilities include intake, screening and

assessment of clients, on-going therapeutic services to individuals, families and groups, and psychometric testing.

4/89 - 6/93 Counselor - Queens Child Guidance Center Woodside, NY
Position involved the intake and screening of clients requesting services and providing referrals to families with learning disabled children. Also assisted psychologist in testing clients.

1/84 - 3/89 Intake Worker - The Puerto Rican Forum - New York, NY
Responsibilities included completing intake forms on individuals seeking welfare, housing and/or employment, and conducting follow-up surveys of clients. Also assisted counselors in a variety of clerical tasks.

6/83 - 12/83 Counselor's Aide - The Door - New York, NY
Position involved assisting counselors in various aspects of their work. This included completing client applications, answering questions about the services available to the public, typing counselor's materials, and filing.

12/82 - 3/83 Tutor - LaGuardia Community College Writing Center - Long Island City, NY
Position involved tutoring students having difficulties in writing. Developed lessons and assignments to help them develop their skill.

1/81 - 9/82 Cashier - Grand Union Supermarket - Astoria, NY
Responsibilities included operating cash register, packaging products and inventory work.

By looking at the dates you can see that Marion worked at the same time she was in school and that it took her a longer time to finish school because she went part-time. Note: The Counselor's Aide and Tutor positions were Marion's Coop Internships.

In the example given above the job titles change as each job changes. In certain career fields this might not be the case. For example, your title may be accounting clerk for two jobs and then change to accountant on your third, or your title may remain secretary for all of your positions. It is all right to not change job titles if that is what generally happens in your career area. The important point is that as your jobs progress your responsibilities should be increasing even if your titles remain the same.

Some of you may be planning to graduate from LaGuardia, continue your education at a four year college and not work until you

graduate. This is fine. Just remember to list the dates on your Future Resume so that the next job you list during the future ten years starts after your four year school graduation date.

The names and addresses of the companies or organizations you list with your future jobs should be of actual companies which exist today. In fact why not list a company which you might want to work for someday. You may even want to interview someone from that company. It's a great way to make contacts!

PROFESSIONAL ASSOCIATIONS

The 1983 edition of the National Trade and Professional Associations of the United States defines a professional association as:

"....an organization of individuals with a common background in a subject - medicine, law, engineering, etc., whose chief purpose is to apply knowledge for professional or monetary gain... [it] is a non-profit, cooperative, voluntary organization. Academic credentials, an accrediting examination or a state license may be a prerequisite for membership, but not always. Its membership is usually composed of individuals who seek an exchange of ideas and discussion of common problems within their profession...[The] goals of professional [associations] are commonly considered to point...towards the expansion of knowledge, or the establishment of professional standards."*

Well, what does this have to do with you? Plenty! Professional associations (sometimes called professional societies), are organizations which serve an important part in your professional growth. Let's study the definition above and see how a professional association can help you.

a) The fact that a professional association is composed of individuals with a common background in a subject means that the membership has interests and expertise in a particular field. For an individual wishing to enter a field or for an established professional, this is a tremendous source of information and contacts.

b) The fact that a professional association may require academic credentials, an accrediting examination or a state license might tell you something about the educational requirements you must meet in order to become recognized as a professional in your field.

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* Colgate Jr., Craig, Editor - National Trade and Professional Association of the United States - Eighteenth Annual Edition. Columbia Books, Inc., Washington, DC 1983. p.5

c) The fact that the membership of a professional association is composed of individuals who seek an exchange of ideas and discussion of common problems within a profession means that it can be a source of information on what the current concerns are of the profession and what they might mean for you.

All in all a professional association is a valuable resource for both established professionals and the newcomer. Being a member of a professional association not only helps you in developing personally as a professional in your field but also indicates to others that you understand an important part of being a professional in your field.

Most all professions have a variety of professional associations. Some are looked upon more highly than others by professionals in the field. You can usually find this out by speaking to professionals who are already established in their fields. Professional associations usually have regular conferences and workshops where their membership meets to share information and common concerns. They also typically publish regular newsletters, journals and announcements which are sent out to their membership. There is usually an annual fee to become a member of an association.

Many professional associations offer student memberships at a discount rate. Many also allow students to attend conferences and receive regular mailings. As should be obvious by now, these are important and useful things which can help you.

Most professional associations publish career related materials that can be used in planning your career. Some of these materials can be found in the Career Resource Center.

For purposes of your Future Resume you should list the professional associations which are considered important for an individual in your field. The professional association section on your resume should look something like this:

PROFESSIONAL ASSOCIATIONS

American Management Association
Society for the Advancement of Management

SKILLS

As mentioned earlier the Skills section of a resume lists the special skills you have which were not mentioned in your job descriptions. On your Future Resume the Skills section should list the skills you plan on having by the time you reach your career goal that are not mentioned in your job descriptions. Before deciding what skills to list, you must first research what special skills would be helpful for you to have in order to achieve your career goal. For example:

John wants to be a Certified Public Accountant. After doing his research, John finds that having knowledge of certain computer languages would be useful for his career growth. John also finds that speaking a foreign language would also be helpful. Since John speaks Spanish and is willing to learn how to use the computer languages that are relevant to his field, the Skills section on his Future Resume would look like this:

SKILLS

Knowledge of COBOL and BASIC computer languages
Fluent in Spanish

If you speak a foreign language it always an important skill to list it on your resume.

OTHER CATEGORIES

The categories listed thus far are required for all Future Resumes. As you should recall from your Coop Prep there are other categories that can be included on a resume if you feel that they would improve your chances of getting a job in a particular field. You should feel free to add other categories to your Future Resume. Before you do though, make sure that:

a) the category you add is relevant to the position to which you are aspiring;

b) the information cannot be used to discriminate against you; and

c) you discuss the category with your instructor for approval.

Here are two examples of other categories you might want to add to your Future Resume if they are relevant to your field:

a) COMMUNITY ACTIVITIES or VOLUNTARY ACTIVITIES - This would include activities in which you have participated or plan to participate in your community which would enhance your resume. Do not include items here that were already listed in the EXPERIENCE section of your resume.

b) PUBLICATIONS - This would include articles or books that you have written or would like to write in the future that would help the growth of your career.

Keep in mind that there are other categories besides these two that might be relevant to your career area. You can find out what they are by asking your instructor and by asking professionals already established in the field.

REFERENCES

This section of your resume refers to people who would make positive statements about your personal and professional abilities. It is not necessary to give the names of your references on your resume. All you need to list on your Future Resume is:

Furnished upon request
or
Available upon request

References are an important part of achieving a career goal. They are the contacts that you have had with people inside and outside of your career field who know your abilities. Utilized properly your references can help you get into a school or job for which you are applying. Do not wait until the moment you need a reference to ask for one. As the years go by, your references might move, change jobs or even worse forget who you are! It is best to ask for a reference from a teacher as soon as you finish his or her class. Over the years a teacher has hundreds of students. They may not remember everything about you six years from now. The same holds true of employers. Ask for a letter of reference as soon as you leave or are planning to change a job. Make sure that you ask for the letter at a time when asking for a letter will not hurt your relationship with the employer.

Before asking someone for a reference think carefully about what your relationship with that person was like. If it was positive, asking for a reference is appropriate. If it was negative - forget them!

CONCLUSION

You are now ready to begin work on your Future Resume. The methods and resources for gathering information for completing your Future Resume as described above will be covered during the seminar. If you have questions regarding any of the above sections, or the Research Sheets, please bring them to the next class. You should begin working on your project after the next session of your seminar.

Now, please read Appendix A - The Research Sheets.

Good Luck!

Assignment Due Session 3

1) Read chapter 3 - Conducting Research - pages 26 - 32.

2) Complete the Guide Statements on pages 26 - 27.
Guide Statements will be collected.

3) Update and submit a copy of your current resume which includes your past and present jobs and internships. If you need assistance in preparing a resume refer the chapter 4 - Writing Your Resume in your Coop Prep Workbook or see your instructor. Your resume must be typed.

Name: _____

Guide Statements For Chapter 3: Conducting Research

The Guide Statements below will help you focus on the reading which follows. Review them before beginning the reading. Once you have completed the reading answer the Guide Statements, in your own words. The Guide Statements will be collected at the next session of the seminar.

1) List 5 kinds of information which are necessary to construct a Future Resume:

a. _____ e. _____

b. _____ f. _____

c. _____

2) List 4 factors which play a role in choosing a research method:

a. _____

b. _____

c. _____

d. _____

3) List 3 requirements for career information to be reliable:

a. _____

_____

b. _____

_____

c. _____

_____

4) List 5 steps that can be taken to increase the chances that researched information is reliable:

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

5) If you find conflicting information in your research then the information must be wrong. True or False? Why?

_____

_____

_____

_____

_____

6) Describe what is involved in a review of literature.

_____

_____

_____

_____

_____

CHAPTER 3 - CONDUCTING RESEARCH

> "Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it. When we inquire into any subject, the first thing we have to do is to know what books have treated...it. This leads us to look at catalogues and the backs of books in libraries."
>
> Samuel Johnson

In previous chapters we discussed the importance of utilizing reliable information in making decisions and in planning your career. It was mentioned that you should not make decisions based on what you have heard to be true or on the information you have received from only one source.

"Well", you might say, "this all sounds fine and dandy but how do I research the information I need? How do I know what to look for? How do I know if what I found is reliable?"

WHAT ARE YOU LOOKING FOR?

To begin with, before you can decide where to look for something you must know what you are looking for. In order to construct your Future Resume you must find information on:

a) the geographic locations which will have the best job opportunities in the future;

b) the nature of work in your career area, including job descriptions, required skills, future job outlook, important personal traits, salary levels, fringe benefits and job paths;

c) the educational requirements to be successful in your career area, including the best schools to attend, ways of financing your education, and the best majors, minors, and degrees you should complete;

d) the skills that would be useful to develop that would help you pursue your career;

e) the professional associations that are important for you to join; and

f) other information that would help you plan to achieve your career goal.

Keep in mind, the information you are researching is intended to help you plan your future. Though the items listed above are important, there may be other issues that are of concern to you in planning your career and life. It is important to have answers to all of the questions you may have about your future. Remember its your life!

In the next chapter we will discuss the information that is important toward helping you plan in the above areas.

HOW CAN YOU FIND WHAT YOU ARE LOOKING FOR?

There are almost as many methods for researching information as there are kinds of information. For example one can conduct interviews, surveys, experiments, field observations, and review printed materials. To confuse matters more, there are hundreds of ways to conduct each of these methods. The decision as to which methods to use depends on factors such as:

a) the type of information you are looking for;

b) the amount of time you have to gather it;

c) the resources available to you; and

d) how reliable you want your information to be.

As you go from a-d, each factor begins to eliminate some of the research methods. Let's take each of the factors and apply them to your Future Resume project:

a) The type of information you are looking for must be useful toward planning your career. Some of the specific kinds of information were listed in the previous section. Many of the methods mentioned above could help you find this information. But before you decide what methods to use you must also consider factors b, c, and d.

b) The amount of time you have to gather the information is the length of the seminar. Each of the above methods takes different amounts of time to plan and implement. Given the time available, you must choose the methods which will give you the most information in the least amount of time. But again, before you decide what methods to use you must consider factors c and d.

c) If you take a look around you to see what resources can give you the most career information in the least amount of time, what do you find? Well, we know you come to the school for your seminar and we know you go to work for your internship. These would be the two most convenient places to look for information. The resources available at both of these locations include books and people. More specifically, the resources available to you include any career related printed materials, and any people you would like to interview who could provide you with useful career information. Though these resources are available to you, their usefulness depends on how well you use them. In the next chapter

we will discuss the use of printed materials and some of the places you can find them. Interviewing will be covered in the chapter 5. Though you now know which methods of research you will use, you still must consider factor d.

d) The reliability of the information you gather is often hard to determine. You will find that one book or person will say one thing and another will say something else. In planning your career, you need the most reliable information you can find. You do not want to be misled. In the next section we will discuss how to determine the chances that the information you research is reliable.

The use of factors a-d might have lead to different or additional research methods if your situation was different. For example, if you had more time you might send out surveys to personnel managers in different companies to find out specific information about their firms. In the future you may want to construct a Future Resume to help you research another field or make a career change. You should consider the factors presented here in deciding how to gather information.

HOW CAN YOU MAKE SURE THE INFORMATION YOU FOUND IS RELIABLE?

In our lives there are many things we know that are quite reliable. For example, we know night usually follows day, that pouring a glass of water over your head will wet your hair, and that most fish can swim. But the reliability of the information you can use in order to plan your career is not usually as clear.

Reference books usually take one to two years to write and print before you can use them. The information in them is somewhat out of date by the time you read it. The information in a book reflects the opinion of the author. What you are told in an interview may only be that person's opinion. To further complicate matters, career related information changes as situations in the world change. For career information to be reliable it must:

a) be generally accepted as true by most professionals in the field;

b) have been gathered by individuals or organizations that are considered reputable in providing career information; and

c) apply to the point in time in which you are interested. For our purposes this means the future.

Even once you take all of these factors into account, there is no guarantee that the information you found is 100% reliable. Despite this, there are steps that you can take to increase the chances that the information you use to construct your Future

Resume is reliable. For example:

a) Check the credentials and/or reputations of the individuals or organizations who wrote the books you use or who you choose to interview;

b) Do not depend on only one book or interview for your information. Check the information from a variety of books and interviews to see how they compare;

c) Make sure that the information you research was written about the field you are investigating. Though something may be true for computer programmers, it may not be true for computer operators;

d) Compare the information you found in books with the information you found in interviews. How are they similar and/or different; and

e) Make sure that the books you use are the most current editions. What was true for the past may not be true for today or for the future. The same holds true for interviews. Make sure the person you interview is familiar with current situations in their profession and is in the position to give you information about the future.

Though interviewing is mentioned here, it will be discussed in more detail in chapter 5.

The more reliable the information you use, the greater the chances are that it will turn out to be true. Of course all information, no matter how reliable, must be relevant to your own situation in order for it to be useful. Make sure that before you begin your research you know:

a) what you are looking for;

b) how to find it; and

c) how to check that it is reliable

WHAT DO YOU DO IF THE INFORMATION YOU FIND CONFLICTS

Whenever you gather information from a variety of sources the possibility always exists that the information will conflict. One book says one thing and another says something else. Two interviews may give you completely different information. How can you tell which one is right?

First of all, as was discussed earlier, you must check which source of information is more reliable. The problem is, you may find that both sources are very reliable. The next thing to check

is if both sources are addressing the same situations. For example, you may ask two reputable accountants about the typical average salaries accountants earn. One gives you a figure much higher than the other. The next thing you should check is if the salaries they gave apply to all accounting areas. You might find that one accountant was providing you with the salary information for an accountant in the private sector while the other was referring to the salary an accountant might earn in the public sector.

But let's say that even after you check if both sources are addressing the same situations, there are no differences. This may be telling you that both are true! Researching a career does not require that you come up with one correct answer. More often than not, there are a range of answers that could be true. Usually, the answers do not vary a great deal. If they do you may have found a situation that is the exception rather than the rule. For example, though to become a lawyer in New York State, one must go to law school before taking the licensing exam, you may find a lawyer who did not attend a law school but was permitted to take the exam. When a piece of information differs drastically from what you have generally found, do not ignore it, but also do not base your decisions or plans on it.

BEGINNING YOUR RESEARCH

Research of any kind begins by reading through printed materials such as books, magazines, newspapers, pamphlets and newsletters. In research terminology this is often referred to as a review of the literature. Reviewing the literature in an area is an important first step in that it also provides you with the information to carry out a research project. For example, reviewing the literature on your career field will help you to better construct appropriate questions for conducting your interviews.

Once you begin reviewing the literature on your field you will find a wide variety of materials that you can choose from. As was discussed in the previous section, make sure that the printed materials you use are:

a) relevant to the field you are investigating;

b) written by individuals or organizations that are generally considered reputable in providing career information; and

c) the most current publications on your field

You will find that even after you have reviewed the literature on your career area and have conducted your interviews, many new questions or issues may arise from your interviews. Addressing them usually requires going back to the literature. This is what research is all about. Often the more you learn, the more you need to learn!

ASSIGNMENT DUE SESSION 4

1) Read chapter 4 - Researching Your Career, pages 34 - 46.

2) Complete the Guide Statements on pages 34 - 35.

Name: _____

GUIDE STATEMENTS FOR CHAPTER 4: RESEARCHING YOUR CAREER

The Guide Statements below will help you focus on the reading which follows. Review them before beginning the reading. Once you have completed the reading answer the Guide Statements in your own words. The Guide Statements will be collected at the next session of the seminar.

1) List 5 primary factors you could use to choose a school:

a. _____

b. _____

c. _____

d. _____

e. _____

2) List 4 secondary factors you could use to choose a school:

a. _____

b. _____

c. _____

d. _____

3) List 6 areas you must research to plan the experience and skills necessary to achieve your career goal:

a. _____ e. _____

b. _____ f. _____

c. _____ g. _____

d. _____

4) Describe the purpose of a job outlook:

_____

_____

_____

_____

_____

Name:_____

5) Define job path:

_____

_____

_____

_____

6) Explain why it is important to understand job paths:

_____

_____

_____

_____

_____

7) Define earning potential:

_____

_____

_____

_____

8) Describe the relationship between job paths, earning potential, and education:

_____

_____

_____

_____

_____

_____

_____

_____

_____

CHAPTER 4 - RESEARCHING YOUR CAREER

"What is research but a a blind date with knowledge."

Will Henry

PLANNING YOUR EDUCATION

Choosing the best college to attend requires much more than finding out which one is the easiest to get to. Often what may appear as the program which will best suit your needs, upon closer examination, may not quite be your best choice.

Though there are many factors to use in choosing a college, the importance of each factor will vary from person to person. In choosing a school it is important that you know enough about it so that all of the expectations you have concerning your education are met. You don't want to wait until the day you graduate to realize that it was not what you hoped it would be.

Before you begin deciding what factors are important to you in choosing a school, become familiar with all of the factors you can use to make a choice. In many cases there may be important issues that you never thought of.

As in so many of the things we have discussed so far, it is important that before you begin researching a school, you should have some idea of what you are looking for. Though most people might use location and cost as the primary factors for choosing a school, in many cases they should be secondary factors. Often we perceive these two factors as obstacles limiting our choices of good schools. In many cases this need not be the case if you are aware of alternative ways to deal with them. Some of these ways will be discussed later.

PLANNING YOUR MAJOR

The first thing to consider when planning your education is what do you want to study? Just because you majored in one subject area at LaGuardia does not mean that you must stick with it. In order to answer this question you should first decide what are you hoping continuing to a four year school will do for you? Are you looking to advance your career? Do you want to develop your knowledge of an area regardless of whether or not it helps your career? Is the program you choose a stepping stone to a graduate program or professional school? Questions such as these are not simply answered by looking through books or interviewing people. They can only be addressed by looking carefully at yourself and asking "what do I want out of my life?" The answer to this varies for each and every person. Remember the only person you will most definitely be living with the rest of your life is yourself. No one else should answer this question for you. It is important to consider the opinions of other people and the information you research but in the end, make sure that you are happy with the answer.

Choosing a major to study that will help your career requires that you first research what:

a) the career field you want to pursue considers appropriate. In many fields a variety of majors are acceptable;

b) the requirements are for entrance into graduate programs. Often there are entrance exams which test your knowledge of a particular field; and

c) the skills are that you must develop to work in the field.

Though a school may offer the major in which you are interested, make sure that it offers the specific areas within the major in which you want to concentrate. For example, though a school may offer a computer science major, does it offer a concentration in medical computer science or some other specialty in which you are interested? In many fields the specialty you might want to study is typically handled in undergraduate school while in other fields it is handled in graduate school. Make sure you check it out!

In order for your education to best address your needs you may choose one field as a major and another as a minor. A minor though sometimes defined by a school, is a concentration of courses in a field other than the one in which you are majoring. You might decide to choose a minor to develop an expertise in an area other than your major that would help your career. For example an accounting major who decides to minor in computer science or legal studies. You may also choose a minor because you are interested in learning more about a particular area. For example, though you would like to become a nurse you have an interest in anthropology. So you major in nursing and minor in anthropology. In some cases, people choose to have two majors. The difference between having two majors or a major and a minor is that having two majors means that you must meet all of the requirements for both majors. In contrast having a major and a minor means that you must only meet the requirements of the major. Even when a school has requirements for a minor, they are always less involved than for a major.

When you conduct your research find out if there are any field related subject areas that would be useful to study to help your career. A minor can sometimes play a major role in your career growth!

PLANNING THE DEGREES YOU WILL NEED

As mentioned earlier, the decision to continue your education beyond the Associate degree is an important one. For many of you this means going on for a Bachelor's degree. But in order to be successful in many fields a Bachelor's degree may not be enough. Some may require Master's degrees, Doctoral degrees or

professional degrees. The decision as to how far you must continue your education depends on the particular career you are pursuing, your long term goals and/or the extent of knowledge you would like to develop in a particular area. Most professions have opportunities for people at all degree levels. The question of course, is what degree or degrees will help you get to the position in which you are interested for the future. It is important to research this information at this point in your career so that you can make the appropriate plans and avoid being disappointed later.

PLANNING WHICH SCHOOL TO ATTEND

Once you have decided on the major, possible minor and degrees you would like to achieve you are ready to begin researching the schools which offer them for study. There are a variety of reference books, catalogues and materials which can help you. Some of the resources for locating career related materials will be discussed later.

There are a number of factors that can be used to decide which schools offers the best programs in the field you would like to study. Keep in mind that just because a school is generally recognized as a "good" school does not mean that all of its departments of study are good. The only way you can find this out is through research.

Some of the ways you can begin your research is by looking through books, speaking to faculty members in LaGuardia and in other schools and interviewing professionals in your career area. Make sure to find out why they consider the programs good. The reasons they use may not be the reasons that are important to you.

There are many factors that you could consider in deciding whether or not a department or program is the right one for you. For example:

a) the type and quality of courses offered;

b) the reputations of the faculty that teach the courses;

c) if it is relevant to your field, the exposure you can receive to practical skills like, lab work, research, field experiences and clinical work;

d) the extend of research or publishing in which the faculty is involved is often an indicator of how involved they are in the field and how current their courses might be;

e) the professional backgrounds of the faculty. Many schools hire professionals from the field who are also currently working in major corporations or organizations;

f) the percentage of graduates who enter graduate or professional schools. The greater the percentage, the more likely the program will prepare you for advanced study;

g) the job placement rate of graduates in the fields of their choice. The higher it is, the more likely the program will prepare you for work in the field;

h) the student/faculty ratio would give you an estimate of how large the classes might be. If the ratio is small for example 10/1 this tells you that for every 10 students there is 1 faculty member. If the ratio is large for example 100/1, this tells you that for every 100 students there is 1 faculty member. The smaller the ratio the more likely teachers have more time to be involved with students; and

i) the admission requirements. Besides general admission requirements for a school, many individual departments have additional requirements for admission.

Much of this information can be found in reference books. Some of it by interviewing professionals, faculty or even students enrolled in the program in which you are interested. Though college catalogues are useful to check this information, keep in mind that most of them will not tell you the bad things about the school. In fact many of them might even stretch the truth a bit to convince you to attend their school. You should use college catalogs in your research but also check other reference books and interview as many people as you can.

The above factors are the primary factors to use in choosing a school. But besides these, there are secondary factors which play an important role in your educational experience. For example:

a) the requirements for admission into the school besides those that may be required by a specific department;

b) whether or not the school offers student services such as counseling and job placement. Just because LaGuardia offers services such as these does not mean all other schools do. Even if they do offer them, check how good they are considered. One counselor for 5,000 students is not a good sign;

c) the type of financial aid and scholarships available;

d) the extra curricular and social activities available. You may be interested in playing on an athletic team, working on the school newspaper or joining a dance club;

e) whether the school is located in an area which suits your lifestyle. If you plan on attending part-time or go to a school away from home this factor will play a major role in how much you enjoy your day to day life. Even if you do not plan on going away to school, the location of your school will effect how much time you must spend traveling. In view of the fact that you might have other responsibilities at home or work, location can be crucial. Though it was stated earlier that schools should not be chosen based on how easy it is to get to them, this factor should not be ignored either; and

f) tuition and other expenses. As in the case of location, cost should not be the primary factor used to choose a school but it can not be ignored. Some schools might cost as little as $500 tuition for a semester while others might cost as much as $4000. In researching schools by the primary factors listed earlier, take note of the costs for each. You may have to limit your choices because of costs, but at least you might be able to choose from programs which suit your primary needs. Also keep in mind that there are many ways that you can take care of the expense of pursuing your education. Some of these will be discussed in later chapters.

ATTENDING A SCHOOL AWAY FROM HOME

Most students at LaGuardia have lived most of their lives right here in New York City. The idea of attending a school away from home may not have seemed like a choice available to you. Why? Is it because of costs or fear of moving to a new city? Before you reject the idea you should do some research on all the possible benefits schools in other cities or states might offer you. Going away to school can be a very exciting and beneficial experience. Remember do not use costs and location as the primary factors for choosing a school. Once you found the schools you would like to apply to, begin researching the ways you might pay for the costs. In the end attending a school away from home may become a reality!

EDUCATION AND YOUR FUTURE RESUME

Once you have researched and considered all of the above information, you are ready to write the Education sections of your Future Resume and Research Sheets. Remember the plan you design should be realistic. There is no "single best way" to do it. The important thing is to make sure that your decisions are based on careful research and carefully planned steps.

Also keep in mind that you should use the Research Sheets to help you guide your research.

RESEARCHING THE EXPERIENCE NECESSARY TO ACHIEVE YOUR CAREER GOAL

This section will assist you in researching the information necessary to complete the Heading, Experience, and Skills sections of your Future Resume and Research Sheets.

A NOTE ABOUT YOUR OBJECTIVE

Unlike the Objective on a traditional resume which is a statement of the position you would like to obtain, the Objective on the Future Resume is a statement of the position you expect to be in when you have achieved your ten year career goal. It must be directly related to the first position you list in the Experience section of your Future Resume. For example:

> If the first position you list, that is, the one you plan on being in ten years from today, is -
>
> News Announcer - American Broadcasting Company - New York, NY,
>
> your Objective should be,
>
> A position as a News Announcer for a television station.

In view of this you will probably not need to do any research to gather information to write your objective. The objective you list is a statement of the area you are researching for your term project. As was mentioned earlier, if you are unsure of the career area you would like to pursue, choose one which you can research for this seminar. In cases such as this your objective may not be clear until you begin your research and find out what positions you might be in if you pursue a career in the area you are researching.

YOUR CAREER FIELD

Researching information to plan the experience and skills necessary to achieve your career goal requires that you investigate:

a) the nature of the work performed in your field;

b) the role your profession plays in society and in an organization or company:

c) the types of companies and organizations that would employ professionals in your field. Though it is obvious that teachers can work in schools, you may not have known that teachers can also work in insurance corporations as human resource developers, or in publishing firms as textbook editors;

d) the personal qualities that are important to work in the field in which you are interested;

e) the job descriptions of the jobs you would like to pursue. You will find that different sources will describe the same positions differently. Often this indicates that there are different specializations in job responsibilities even for the same job title; and

f) the skills necessary to perform the job responsibilities.

This list describes some of the issues that you must research on your career field. Within each category there may be issues that are very specific to your field. You will begin to find these as you conduct your research.

JOB OUTLOOK

The Job Outlook for a field provides information on what the growth in job opportunities is expected to be in the future. Usually a job outlook also describes what geographic locations will offer the best job opportunities. This information is useful in that it gives you an idea of what the competition for jobs in your field will be in the future. It also tells you where you might want to live in order to increase the chances for finding employment in your field.

Though job outlooks usually describe entire career areas, there are usually differences by specialties within each field. For example, though the demand for high school english teachers was low during the early 1980's the demand for math and science teacher increased.

Job outlooks are based on what is happening in society and the economy now and how it will impact on jobs in the future. Often changes in government policies can effect the job opportunities for an entire profession. Many professions have regular patterns that job opportunities follow. These are often referred to as "trends." For example, as the number of babies born increases so does the need for more teachers. The number of engineering positions available in certain specialties varies as does the amount of money the government spends in certain areas.

The job opportunities in a field are also affected by the laws of "supply and demand". The greater the supply of professionals in certain areas, the less the demand for more people. For example, during the early 1980's there were many more counselors available than there were jobs for them to work. Conversely, the less the supply of professionals in certain areas, the greater the demand for more people. For example, during the 1970's the demand for computer programmers was much greater than the supply of people available to work. The supply of people available to work in a field is affected by the number of people entering the field , the rate at which people change jobs either due to career changes or promotions, and the rate that people retire, die, or simply leave the field. The demand for people is affected by the rate at which a field is growing, government policies, economic conditions and the existing supply of available workers.

It is important to understand what factors affect the job outlook in your field. This knowledge is not only important as you are planning entry into your field but also in the future. Understanding the factors that affect the job outlook in your field helps you know the direction your field is heading, the specialties that will be important for the future, and where you might want to move to find work.

Let's say that you check the job outlook in your field and it looks bad for the future. Should you change your career field? This is not an easy question to answer. Before you decide to change your direction, find out why the job outlook is bad. Is the job outlook bad in all parts of the country or only in certain areas? Is it because of new technology that has made your job obsolete? Will learning the new technology increase your chances of finding work? Is the field no longer relevant to the current or future economy? Keep in mind, there are always jobs in most every field. The question is how hard is it to get one of them? Through your research, investigate what you could do to increase the chances of finding work in your field. Also, just because the job outlook in your field is good today does not mean it will stay that way. Be aware! Know what the future has in store.

Information on job outlook can be found in reference books and from your interviews. It is important to use both resources because they will often provide you with different information. Keep in mind that most reference books describe job outlooks for the entire U.S. and general geographic regions. Interviews and area studies are two of the ways that you can check job outlooks for local areas. Researching the job outlook for your field will help you complete the Heading of your Future Resume.

JOB PATHS

A job path is a plan of positions which will eventually lead to a career goal. Not only do job paths vary from profession to profession but also within each profession. There are usually many jobs paths to get to the same career goal. Many professions have typical paths that people follow but even in cases such as these, there are always variations.

Planning a job path requires that you first research the job you plan as your career goal. Find out what are the job responsibilities and skills required for the position. More often than not you will find that there are many different types of responsibilities and skills that one could have in a given position. In order to plan your job path choose responsibilities and skills that are typically related and write a job description. You can often find typical job descriptions in reference books and by interviewing professionals in the field.

Once you both have written the job description of your ten year career goal, begin researching the positions which would help you develop the experience and skills to achieve your goal. It is important to understand how and why each position helps you work toward the next position. In the job market, people are not always able to obtain the exact position they would like. Understanding how positions lead to each other gives you the information you need to decide which positions will be helpful to your career and which will not.

A job path does not always require that you change companies. A promotion or job change within a company is part of pursuing a job path. Though promotions are generally viewed as positive moves for your career, in many cases they may not be. A promotion is a positive move when it takes you in the direction you want to go. Understanding job paths in your field will help you know the direction you want to go.

Another important benefit of understanding your job path is that it helps you cope with chance. All of the things that happen in your career will not always be part of your plan. Opportunities "pop-up" that are impossible to plan for. Understanding your job path helps you know whether or not taking advantage of these opportunities will work in your favor.

JOB PATHS, INCOME AND EDUCATION

Every field has its own typical entry level salary, average salary and maximum salary that could be earned. When researching your career field you should focus on all three levels of earning. In career planning the long range salary plan that you could earn in a field is called your "earning potential". Each profession has different earning potentials. Some fields start out with low entry level salaries but lead to high maximum salaries. Other fields start out with good starting salaries but have very small increases over time. As you plan your job path

find out what the earning potential is for your career. How will the salaries change as you move from one position to another or as your responsibilities change?

Your earning potential will play a major role in what your lifestyle will be like in the future. Though salary should not be the only factor you use to plan your career, it is an important part of it.

The ability for you to pursue your job path and earning potential is often affected by the level of your education. Many positions require specific degrees or coursework. Education is often a major factor affecting whether you can get a particular job or be promoted. Do not only plan your education so as to meet the requirements of an entry level position. Make sure you have thought well enough ahead.

JOB PATHS AND YOUR FUTURE RESUME

Once you have researched and considered all of the above information you are ready to write the Experience and Skills sections of your Future Resume. As was true for the Education category there is no "single right way" to plan your job path. The important thing is that your plans are based on careful research. Don't forget to use your Research Sheets as guidelines for your research.

RESEARCHING PROFESSIONAL ASSOCIATIONS

Because it was important for you to understand why Professional Associations are included on the Future Resume, the discussion of how to research this category was included in the previous chapter. If after you review it, you still have questions, please see your instructor.

RESOURCES FOR GATHERING YOUR INFORMATION

There are a variety of resources that you can use to gather information. Below are brief descriptions of some of the resources located in the college. If you need assistance with finding specific information unavailable in the areas listed below, please speak to your instructor.

The LaGuardia Library (M-105)

The LaGuardia library has an extensive selection of career and education resource materials that can be used to research information for your term project. A bibliography of some of the books you might want to use is in Appendix B.

The Career Resource Center (MB-65)

The Career Resource Center has many career and education resource materials available for your use. They have a file cabinet filled with materials from many professional associations which

you will find very helpful. They also have a computer terminal which utilizes the Guidance Information System (GIS) to allow you to find information on careers, schools, financial aid and much more. A sample printout taken from GIS is included the Appendix C of this workbook.

If you did not visit the Career Resource Center with your Coop Prep class and are unsure of how to use the materials, just ask one of the counselors in the Center to help you.

The Job Placement Office (M-200)

The Job Placement Office has a collection of company annual reports which can be used to find information on specific companies. A list of some of the available company reports is located in Appendix C of this workbook.

JUST A NOTE

The purpose chapters 3 and 4 was to help you understand the process by which you should conduct your research. Though it may seem like there are many things that you must look into, they are all important in helping you make decisions that will impact on the rest of your life. Though the Future Resume and Research Sheets you complete may not necessarily be the exact plan you will follow, as an outline for doing research they can be used for the rest of your life. How much you benefit from this project will depend on the effort you put into it. As has been mentioned many times before if you have any problems in doing your research, please speak to your instructor.

Good luck!

ASSIGNMENT DUE SESSION 4

1) Read Chapter 4 - *The Exploratory Interview* pages 48 - 59.

2) Complete the Guide Statements on pages 48 - 49.

Name: _____

GUIDE STATEMENTS FOR CHAPTER 5 - THE EXPLORATORY INTERVIEW

The Guide Statements below will help you focus on the reading which follows. Review them before beginning the reading. Once you have completed the reading, answer the Guide Statements in your own words. The Guide Statements will be collected at the next session of the seminar.

1) Define Exploratory Interview.

_____

_____

_____

_____

_____

_____

2) List 4 things that exploratory interviews can provide you with reference books cannot.

a) _____

_____

b) _____

_____

c) _____

_____

d) _____

_____

3) List 4 factors that affect exploratory interviews.

a) _____

_____

b) _____

_____

Name:_____

c) _____

_____

d) _____

_____

4) List the 6 steps you could follow to plan and conduct your interviews.

I _____

_____

II _____

_____

III _____

_____

IV _____

_____

V _____

_____

VI _____

_____

CHAPTER 5 - THE EXPLORATORY INTERVIEW

"Interviewing is very much like piano playing - a fair degree of skill can be acquired without the necessity of formal instruction. But there is a world of difference in craftmanship, in technique, and in finesse between the amateur who plays "by ear" and the accomplished concert pianist."

Felix Lopez

For most people, the word interview is associated with job hunting. This type of interview is an employment interview. In your Coop Prep workbook, an employment interview was defined as:

> "...a speaking situation in which two or more people ask and answer questions with a definite purpose in mind. The interviewer's purpose is to select a capable person who can perform well in a specific position... The interviewee's purpose is to... convince the employer that he/she is the best qualified person for that position."

An employment interview is only one kind of interview. There are also consumer interviews, news interviews, political interviews and many others. In all cases, though, interviews involve at least two people where one is gathering information for a particular purpose and the other is providing it. In the field of career planning interviews for gathering career related information are often referred to as exploratory interviews.* An exploratory interview is:

> ... a speaking situation in which two or more people ask and answer questions regarding career related information. The interviewer's purpose is to gather information to use in planning a career. The interviewee's purpose is to provide information and insight into a career related area.

---

* The title exploratory interviewing is often used in other areas. Generally it refers to interviews that are used to investigate information at the preliminary stages of a research project.

In researching career related topics, the information gathered by exploratory interviewing is important for a thorough understanding of a career field. Though gathering information from reference books is a necessity in career research, it cannot provide you with many things that exploratory interviewing can. For example:

a) current information about a career field - as was mentioned in the previous chapter, reference books require time to be compiled, written and published. By the time they are read, the information they contain may be sligthly out of date;**

b) personal and "inside" information - for career research, this is crucial. For example, though a reference book will present all of the educational requirements for entering a career field, it will not discuss how factors such as sex, race, and religion affect one's pursuit of a career in that same field;

c) specific information about specific concerns - reference books usually try to address the concerns of the general population in many locations. Because of this, the information they provide may be generally true, but not specific enough to address your concerns. For example, though a reference book will discuss the general requirements for entering a profession, it will not discuss the requirements that the top ten firms in a field, in New York City look for in an applicant;

d) contacts with people in the field you are researching - every person interviewed has the potential for becoming a contact for the future. We often hear the saying "...its not what you know, its who you know..." An exploratory interview is a way of getting to know people in places that might be helpful to you in the future.

** This is not to imply that the information in reference books is not accurate. But, the older the publication date on any printed material, the more likely the information in it has changed. It is interesting to note that much of the information on careers, in printed materials is often gathered through interviewing!

When used properly the exploratory interview can be a powerful tool for researching a career field. Though it offers many things that reference books cannot, it should not be your only source of information. Researching printed materials and conducting exploratory interviews, together form a very useful and thorough research method.

There are a variety of factors that affect the quality and usefulness of the information that you can gather through interviewing. It is important that you understand them before you begin interviewing.

FACTORS THAT AFFECT EXPLORATORY INTERVIEWS

There are many factors that affect the quality of the information that you can gather through interviewing. Though our focus here is on the exploratory interview, the factors listed below affect all types of interview situations.

a) The extent of planning and preparation for an interview - How well you choose the people to interview, and prepare the questions to ask, will have a great impact on the information you are able to gather.

b) The opinions and perceptions of the people being interviewed - Interviewing involves a person's perception or opinion on a topic. Like a book, the information you gather from an interview may only be that person's perception or opinion.

c) The honesty and openness of the people being interviewed - In many situations the person interviewed may not say certain things eventhough they may be true. This might occur because he or she may be afraid of offending you, revealing confidential information, or even breaking the law.

d) The degree of comfort felt by everyone involved in the interview - How comfortable you and the person being interviewed feel during an interview can have a major impact on the information you are able to gather. The degree of comfort is often affected by factors like the time of day you scheduled the interview, the types of questions you ask and the way you ask them, how well prepared you feel, and even the way you dress!

The factors listed here also affect how reliable the information is that you gather through interviewing (refer to chapter 3 - section entitled "How can you make sure the information you gather is reliable?"). Many of the ways for controlling the effects of these factors are the same as those for increasing the reliability of information gathered from printed materials. As discussed in chapter 3, the steps for conducting your research also apply to conducting an exploratory interview. It is

important that you understand these steps before you begin planning your interviews. You will note, that much of the information discussed in the next section overlaps with the information discussed in chapter 3. It may be useful to refer back to chapter 3 as you read the next section.

THE ART OF INTERVIEWING

Interviewing is truly an art. What often makes one good at it is one's ability to control the factors listed in the previous section. There are many ways to plan and conduct interviews, and control these factors. The methods discussed below, I - VI are only a sample of possible techniques. Feel free to try your own or method your instructor might suggest. Try to think of interviewing as getting to know someone.

I Begin by researching reference books and other printed materials - Though interviewing can provide you with many things that reference books cannot, reference books and printed materials are a crucial part of your research. It is useful to research reference books first and then plan your interviews. Doing so will make you more familiar with the types of things you may want to ask about. It will also provide you information which you can compare with the information you gather from your interviews. The more familiar you are with your field, the easier it will be to conduct your interviews and make great impressions on the people you interview. Remember you may want to use your interviewees as contacts someday!

II Carefully plan and choose the people you want to interview and the questions you want to ask.

A. Decide what kind of information you want. It is important that you know what kind of information you are looking for before you prepare and conduct your interviews. This decision will affect the types of questions you will ask and the people you will choose to interview.

It may be useful to break down your questions into four categories that reflect the types of information in which you are interested. For example, a category of questions regarding:

1) education
2) the profession in which you are interested
3) professional associations;
4) personal concerns; and
5) any other categories you may feel are important.

It is easier to conduct your interviews if your questions are organized by categories. This is because it is easier to discuss questions that are related, one right after another, rather than jumping around from topic to topic.

Chapters 3 and 4 lists some of the very specific kinds of information you may want to ask questions about. Refer to the following sections in chapters 3 and 4 for this information:

1) What are you looking for?
2) Planning your major;
3) Planning the degrees you will need;
4) Planning which school to attend;
5) Your career field
6) Job outlook
7) Job paths

Also, use your Research Sheet to help you plan your questions .

B. Decide who would be the best people to provide you with the kind of information you want. There are many people who can provide you with the kind of information you want. Often the people chosen to interview are the ones who are the easiest to get to. Though this reason should not be ignored, it also should not be the primary reason for choosing someone. Remember, the quality and usefulness of the information you can gather can only be as good as the information the person you interview can offer.

   Here are some helpful tips that you may want to use for choosing people to interview.

   1) Besides interviewing professionals in your field, you may want to interview people who are involved or familiar with the schools you are considering. Often professionals in the field are not as familiar with issues relating to schools and education. If it's possible, try to interview students who are currently enrolled in the program in which you are interested. They can be great resources.

   2) You may want to interview people in your field who are well known for their work or who work in companies which you might consider working for someday. Exploratory interviews can be a great way to make contacts.

3) Before choosing someone, try to get a sense of how involved and familiar they are with current and future trends in their profession.

4) Try choosing someone who is similar to you in personal characteristics. This can be especially helpful for finding out some of the obstacles you might face and how to cope with them. For example if you are a woman entering a field that has been traditionally dominated by men, it might be helpful to interview a woman who is working in that field. You next may decide to interview a man and compare the information you found from the two interviews.

These are just a few tips for choosing people to interview. You and your instructor may have other ideas that can be helpful. You may be asking "how can I find out the information about people in order to know whether or not I should interview them?" That is a good question. Often the best way is by 'word of mouth'. You may also want to contact a professional association in your field and ask them for recommendations. Keep in mind, one key resource for finding people to interview is your internship. You may want to interview your supervisor, a co-worker or someone else in the company or organization.

C. Plan your questions before you interview. It is important that you know exactly what questions you want to ask before you conduct your interviews. In fact you should have a list of questions, with space for the answers, with you, when you are interviewing. In research terminology this list is often referred to as an interview schedule. Do not, under any circumstances, go into an interview without a well prepared interview schedule. There are many reasons for this:

1) During any type of interview, most people are a little nervous. You may not be able to think of questions or phrase them properly. An interview schedule helps you avoid this.

2) You have a limited amount of time, during an interview, in which to ask all of your questions. Most people you interview will not be able to spend a whole day with you to make sure you have covered every topic. An interview schedule helps

you make sure you have covered everything. Before you actually conduct your interview, try to estimate how long each question will take to answer. This will help you plan how much time you must schedule for an interview. If you know someone is only able to spend a short time with you, plan so that all of the important questions are answered. Also always have extra questions ready just in case you find you have extra time during the interview.

3) One problem that often occurs during an interview is that discussions get side tracked or stuck on one topic. Often the interviewee "over-answers" a particular question or starts talking about something in which <u>they</u> are interested as opposed to what <u>you</u> are interested in. An interview schedule helps you stick to your concerns. If you find that an interviewee is beginning to get side tracked or over-answer don't be afraid to say something like, "That sounds really interesting but I know you are very busy and I have a few more questions to ask." Or somehow work one of your questions into the discussion to try and bring him or her back on the track. Remember, the person you are interviewing is doing <u>you</u> a favor by meeting with you. Though you do not want to have your interview side tracked, you also do not want to offend the other person.

4) Using an interview schedule makes it easier to go over and compare your answers when all of your interviews are completed.

A sample interview schedule is located in Appendix E.

III. <u>Be aware that interviews can only provide opinions and perceptions</u> - Everyone of us has our own opinions and perceptions of things. The people you choose to interview are no different. The information they provide you with may not represent what is considered true by most other people in your field. There is no way of guaranteeing that the information you gather is 100% reliable. But as you may recall from chapter 3 (see section entitled "How can you make sure the information you found is reliable?") there are steps you can take to increase the chances of gathering

reliable information. For example:

A. Make sure that the questions you ask are very clear and are <u>really</u> asking for the information you are interested in. For example, if you want to know what schools offer the best programs in your field do not ask a question like "where did you go to school." Though you may want to include this question for other reasons, it will not get you the information you want. A good question for this type of information might be "can you recommend schools which offer good programs in the field of...";

B. Before deciding to interview someone check factors such as those listed in the previous section on choosing people to interview;

C. Choose a variety of people to interview. People in the same profession but who have different backgrounds, work for different companies or organizations, are different ages, sexes, races, etc. are likely to give you different perspectives on similar topics;

In order to have some way of judging the reliability of the information you've gathered from an interview, compare it to information you found in reference books. Remember you should research reference books and printed materials before you conduct your interviews. This will help you plan your questions.

IV. <u>Do not assume the person you are interviewing is being totally honest or correct</u> - How honest and open a person being interviewed is in answering your questions is very hard to tell. This is especially true when you ask questions about sensitive topics, such as discrimination. You will <u>never</u> find a person who will openly tell you "yes, being a minority member will make it hard for you to find work in companies like ours." There are two steps you can take, to try and increase the likelihood of honest answers:

A. Try to be relaxed and pleasant when you ask your questions. If the interviewee says something that bothers you don't try and get back at them. Remember the purpose of your interview is to gather information, not to change people or punish them for something they said. Situations such as these may be telling you something about the profession or company you are researching.

B. Often choosing at least one person who is similar to you in personal characteristics is

likely to help you get honest information. Such a person is more likely to feel comfortable discussing sensitive topics with you.

V. Make sure the interview situation feels comfortable - The degree of comfort you and the person being interviewed feel during an interview can have a great effect on the quality of the interview. Here are some tips for increasing the comfort level:

A. Schedule the interview at a convenient time for the interviewee. Do not just "barge in" and ask if the person has time to answer a few questions.

B. Be relaxed during the interview. Sometimes if you come off too tense, you may make the interviewee uncomfortable.

C. Dress appropriately and comfortably. When conducting an interview you want to try and make a good impression. This will affect how the interviewee perceives you which in turn may affect the information they provide. Also the impression you make may decide whether or not this person will become a future contact. Make sure you feel comfortable in your clothing. You may be nervous during the interview. Uncomfortable clothing is bound to make you feel worse.

D. Do not smoke or chew gum during an interview. You should only smoke if the person you are interviewing smokes first. Never chew gum. It often makes it difficult for someone to understand what you are saying.

E. If you feel uncomfortable writing while you are interviewing, you may want to take a small tape recorder with you. Make sure to ask the person you are interviewing if they mind being recorded. Keep in mind though, that in certain situations a tape recorder may prevent someone from saying things that they feel can be held against them. Though you know you are interviewing for a term project the other person, who may be a stranger, may not fully trust you. Use your judgement. Under no circumstances should you try to memorize your questions and hope that you will remember the answers. Always take notes or use a tape recorder.

VI. Analyze your interview results carefully - As was stated earlier, it is important to keep in mind that the

information you gather from an interview is based on the opinions and perceptions of the people you interview. Though it is useful information, it should not be the only factor you use to plan your future. It should be used along with the information you gathered from reference books and printed materials.

In order to analyze the results of your interview:

A. Begin by looking for consistencies, and inconsistencies in each of the interviews you conducted. For example, did an interviewee say that a Bachelor's degree is important to your career at one point in the interview and then at a later point say, that it is not important; next

B. Compare the answers from each of the interviewees. How are they similar and different? Conflicting information may be telling you something (see chapter 3 - section entitled "What Do You Do If The Information You Find Conflicts?").

C. Compare the information you gathered from interviews with the information you found in reference books and other printed materials; and

D. Begin thinking about how all of the information you found affects your future plans. The information you found may or may not be what you expected. It may help you improve your plans or it may force you to totally change them.

Just A Note

Used properly the above methods can help you improve the quality and usefulness of your interviews and the information that you are able to gather. But do not expect miracles. Just like it takes time, planning and practice to learn how to be interviewed, it takes time, planning and practice to learn how to interview. The purpose of this section was not to turn you into a "superstar career research interviewer." It was intended to help you gather the best possible information to help you plan your future. Just try your best and remember your instructor is always available to help you.

Good Luck!

Assignment Due Session 6

1) Read Chapter 6 - Personal Expenses and Your Career, 61 - 67.

2) Complete the Guide Statements on pages 61 - 62.

Name:_____

GUIDE STATEMENTS FOR CHAPTER 6: PERSONAL EXPENSES AND YOUR CAREER

The Guide statements below will help you focus on the reading which follows. Review them before beginning the reading. Once you have completed the reading answer the Guide Statements in your own words. The Guide Statements will be collected at the next session of the seminar.

1) List 5 methods for paying for your education.

a) _____

b) _____

c) _____

d) _____

e) _____

2) Define and describe the purpose of fringe benefits.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3) List 7 fringe benefits that an employer might provide.

a) _____

b) _____

c) _____

d) _____

Name: _____

e) _____

f) _____

g) _____

CHAPTER 6: PERSONAL EXPENSES AND YOUR CAREER

"I haven't heard of anybody who wants to stop living on account of cost."

Kin Hubbard

For most of us, achieving our life goals involves much more than making plans, studying and working hard. The realities of life force us to deal with things like financial expenses, personal crisis and the unknown future. Issues such as the cost of pursuing an education protecting ourselves and families in times of crisis, and planning for a secure future often influence the career paths we take.

In the following sections we will discuss some of the methods for coping with these issues. Though it is impossible to discuss every issue for every situation here, you should feel free to raise additional concerns that you may have at your next class meeting.

PURSUING YOUR EDUCATION

The most typical problem that people face in pursuing their education is, how to pay for it? In a time when tuition rates in many schools have skyrocketed, this a very real concern. Though the cost of pursuing your education should not be the primary reason you use to decide to continue or choose which school to attend, obviously it cannot be ignored. Before you make any decisions because of costs, let's take a look at some of the ways that you can pay for your education.

a. Financial Aid - For many of you, financial aid, in the form of government assistance such as TAP (Tuition Assistance Program), BEOG (Basic Education Opportunity Grants) and College Work Study, is a familiar method for paying for college expenses and sometimes earning a salary. In order to qualify for financial aid you must file the appropriate application, which can be obtained from the school to which you are applying. In most cases the key factor affecting whether or not you can receive financial aid is your family's income. If you do receive financial aid you do not have to pay back the government.

b. Student Loans - Established in order to assist students in paying for their educations, the student loan program allows you to borrow money from a bank, at a low interest rate that does not have to be paid back until after you graduate. In fact in most cases there is no interest charge on the loan until after you graduate or stop attending school. The repayment period usually depends on the amount of the loan, but can vary up to 13 years. You are allowed to take out more than one student loan, though there are limits as to how much you can borrow each year. The money you receive can be used for tuition, books and any other school related expenses. You can get more

information on student loans in the Financial Aid Office or from your neighborhood bank.

c. Scholarships - Scholarships are financial awards that are provided by colleges, the government, private foundations, corporations, unions, interest groups and other organizations. Each group establishes the award to recognize the outstanding performance of a student. Some of the areas in which scholarships are awarded include academic performance, athletics, essay writing, music, dance performance, and commmunity service. In order to apply for a scholarship you must submit the appropriate application, and materials to the group sponsoring the award. The group then chooses the best candidate(s) to receive the scholarship. Scholarships do not have to be paid back. Most college bulletins list the scholarships that are available through their schools. There are also reference books in the library and the Career Resource Center which provide information on scholarships.

d. Attending School Part-Time While Working - There are many reasons for attending school part-time while working. For example you may want to begin working in your field and continue your education, or personal responsibilities and expenses may require you to earn a full-time income. Whatever the reasons, working while attending school is an excellent way of earning money to cover your personal expenses and pay for school. Many people feel they prefer working while attending school because it helps them apply what they are learning in the classroom which makes their educations richer.

The job you hold while attending school does not have to be in your career field. Many people prefer working jobs which have varied hours so that they can attend school during the day. For example, working the night shift at United Parcel Service or as a waiter or waitress on weekends.

Working while attending school can have other benefits such as Tuition - Aid Benefit Programs.

e. Tuition - Aid Benefit Programs - Today one of the benefits that many companies and organizations offer their employees is tuition aid. Sometimes called tuition reimbursement, tuition aid is an employee benefit where an employer agrees to pay the tuition for employees wishing to attend school. This is not a loan which must be repaid. It is a form of financial assistance that employers provide to their employees. Though tuition-aid benefit programs do not have family income requirements that must be met as in the case of government financial aid programs, there usually are some prerequisites for receiving the benefit. For example

1. Tuition aid may only be available to full-time

employees, though some companies do provide aid for part-time workers;

2. You may be eligible for aid only after you have been employed by the company for a certain amount of time, usually 6 months to a year;

3. Aid may only be provided for job related courses, undergraduate courses or graduate courses, or credit bearing courses;

4. There may be a minimum grade requirement that you must receive in a course before the employer will pay the tuition.

5. Some employers will only pay for part of the tuition;

6. There may be a course or credit limit per semester that the employer will pay for;

7. Some employers pay tuition before the course begins while others will pay for it after you complete the course; and

8. Often employers also pay for registration fees, lab fees, and book costs.

Tuition-aid benefit programs are an excellent way to pay for college expenses. In deciding what job you might take while attending school, it is an important benefit to look for. There are reference books such as "A Guide to Tuition-Aid Benefit Programs in the New York Area" (written by the college of New Rochelle and the College Board, published by The College Entrance Examination Board, New York, 1982) which list many of the companies which offer tuition-aid benefit programs and the prerequisites for receiving the benefit. Reference books such as this one can be found in the library and in the Career Resource Center. You can also contact the personnel department of a company to inquire if they offer tuition aid.

All of the above methods are available to you to help pay for your education. As you can see costs need not be a major factor in preventing you from continuing your education. Choose any or all of the above methods which best address your particular situation.

PROVIDING FOR LIFES EXPENSES

In the type of economy we live in, companies and organizations compensate people who work for them by paying them a salary. The amount of salary one is paid affects the lifestyle one can lead and how well living expenses are met. Given today's high cost of living, salary is rarely enough to cover all of life's expenses,

especially in crisis situations. Fringe benefits are one of the ways that employers help employees in meeting their expenses and enjoying a more comfortable lifestyle.

Fringe benefits are forms of compensation that employers provide to employees besides the salaries they pay them. They are intended to a) help employees pay for many of their major expenses, and b) have leisure time for other activities. Though there are a wide variety of fringe benefits that an employer could provide, the following is a list of some of the most typical ones offered:

a) Paid holidays and vacations - are days or weeks that an employee is allowed to take off from work for leisure purposes without losing any salary;

b) Sick days - are days an employee is allowed to take off from work because of illness and still be paid;

c) Maternity leave - is the period of time that an employer allows a woman to take off from work because of childbirth, without the risk of loosing her job;

d) Medical plans - are insurance plans that an employer provides to pay for an employee's medical expenses. This can include payment for doctor's bill, hospital costs, medicines, dental and optical coverage, and lab fees. Often medical plans also pay for the medical expenses for an employee's family;

e) Tuition - aid benefit programs - as discussed in the previous section, tuition aid is an employee benefit where an employer agrees to pay the tuition for employees wishing to attend school;

f) Life insurance - is insurance that an employer provides to pay a sum of money to an employee's family in the event that the employee dies;

g) Retirement plans - are long term plans where an employer invests money in an insurance policy which will provide an income to employees when they retire.

Fringe benefits play an extremely important role in most people lives today. They are crucial for protection in times of crisis, planning for a secure future and easing the pressures of day to day living. If you were to calculate the amount of money necessary to pay for all of the expenses covered by the above benefits, it would add up to a significant amount. In view of this, fringe benefits are an important part of calculating the salary an employer might offer you. A position offering a high salary with poor fringe benefits may not really be worth more that one offering a lower salary with excellent fringe benefits.

OBSTACLES IN LIFE

The above section provided information on dealing with many of the personal expenses you will encounter in the future. Personal expenses are only one of the obstacles you will face in pursuing your career and life goals. Rather than perceiving obstacles in your life as problems, it is useful to see them as puzzles to be solved. Don't be afraid to use your creativity in approaching lifes questions. A creative mind can always find an answer

ASSIGNMENT DUE SESSION 7

1) Read Chapter 7 - LOOKING AHEAD pages 69 - 72.

2) Complete the Guide Statements on page 69.

3) Term projects will be collected during session 7.

GUIDE STATEMENTS FOR CHAPTER 7: LOOKING AHEAD

The Guide Statements below will help you focus on the reading which follows. Review them before beginning the reading. Once you have completed the reading, answer the Guide Statements in your own words. The Guide Statements will be collected at the next session of the seminar.

List the steps you can take next, based on the information you gathered for your term project.

CHAPTER 7 - LOOKING AHEAD

"The future is not a gift - it is an achievement."

Harry Lauder

The seminar is now coming to an end. You have spent a great deal of time learning how to research and gathering information on your career field. Needless to say, it's been a lot of work. For many of you, the work has not yet ended. You're probably putting the finishing touches on your Future Resume and completing your Research Sheets right now!

A MOMENT OF REFLECTION

Though the seminar is ending, in many ways, the work is just beginning. Planning a life is a process that never ends. The seminar was an attempt to teach you a method to help you make future plans. The Future Resume and the Research Sheets required you to take a closer look at how you make career plans. The reasons why you choose to do something are as important as <u>what</u> you choose to do.

The information you gathered for your term project allowed you to map out a possible path to achieve your ten year career goal. As was mentioned in earlier chapters there are many paths to any career goal. Your project has created only one. Will you follow it? Some of you might, while others may go in a completely different direction. But no matter which way you go, the process for planning your path never changes. Decisions and plans that will affect your whole life are too important to just be made "off the top of your head." You should <u>always</u> use reliable information which you have gathered and studied.

Plans will often change, sometimes because you'll change them and other times because someone or something else will. Change is a part of life. Don't be frightened by it. Instead pick yourself up and find out why the changes occured. How do they affect your life? What can you do about them? Life requires that you question it. Do not just blindly accept things or act without knowing. Use the knowledge you have and gather the information you need to plan your steps.

THE NEXT STEP

Gathering information to make plans is only part of the game. Plans alone will not get you anywhere. The steps you take based on the information you gather will determine your successes.

What steps can you now take based on the information you gathered for your term project? Well, first of all you may feel that you need more information about a particular area. By all means, go out and find it! Just because you've finished (or about to finish) your term project does not mean you know everything there is to know about your future.

Secondly, begin writing to the college you've research to get applications and information. Getting information through the mail takes time. Don't wait until the last minute. LaGuardia often sponsors programs in the Main Lobby where colleges come to share information about their programs. Ask one of your counselors when the next one is being held.

Next, take a careful look at the information you've gathered. Does it tell you anything about what courses might be helpful for you to take? Are there any skills you should start developing? If there are, speak to your advisor and coordinator about them. Discuss why you feel they would be helpful to your career. They may be able to give you more suggestions.

Your research may have also given you some ideas on what internships might be helpful for you to take next. The job path you planned for your term project has to start somewhere. Why not with your internships!

For many of you, the information you've gathered will help you continue in your already decided field. For others, you may have investigated only one of the fields in which you are interested. Try using the same process to research the other fields you are considering.

But what if the information you found has now discouraged you from pursuing a career in a particular field. Before you change your plans, take a careful look at your research. See if there are areas which you should investigate a bit more. Ask yourself, why are you discouraged? Is it because the path you have found seems too difficult or too long? Is the work you would be doing different then what you expected it would be? Are you basing your feelings on what one of your interviewees said to you? Don't be quick to change your plans. Consider the reasons why you feel discouraged. Often the only way to really know what to do next is to do a little more research. You might also try speaking with your coop coordinator. Also, try discussing your feelings with other students. People change plans all the time. The important thing is not to be so discouraged that you just give up. In order to grow you have to be able to deal with change. Realizing now, that a field may not be right for you means that you still have the future to change it.

YOUR TERM PROJECT

At the next session you will be handing in your term projects. After your instructor grades them, they will be returned to your Coop coordinator with your final seminar grade. Remember that you must go in to see your Coop coordinator at the beginning of next quarter for the Final Evaluation of this quarter's internship. During your Final Evaluation you will discuss your seminar project, your internship experience and the objectives you set for your internship. Your internship grade will then be decided. You can pick up your project during the Final Evaluation.

A CLOSING NOTE

Throughout this book, each chapter began with a quote that was in someway relevant to the topic being covered in the chapter. The purpose of each quote was to give you a thought to ponder. Endings are always new beginnings - a final thought:

> "If one advances confidently in the direction of his dreams, and endeavours to live the life which he has imagined, he will meet with a success unexpected in common hours."
>
> Henry David Thoreau

APPENDIX A

RESEARCH SHEETS

The following Research Sheets must be completed and handed in with your Future Resume. Their purpose is to provide you with the opportunity to explain the process you used to construct your Future Resume. They are also intended to gather information that is not listed on your Future Resume but is important for the pursuit of your career goal.

The Research Sheets should be used as guidelines for doing your research. Make sure that you read them before you begin your research. If you have any questions about the Future Resume or the Research Sheets, please ask your instructor.

If you need more space to answer a question, attach an extra sheet of paper to the Research Sheet which lists the question. Make sure you indicate which question you are answering on the extra sheet of paper.

The information resources you must use include:

a) printed materials;
b) interviews; and
c) the GIS in the Career Resource Center

For a more detailed description of these resources see the section entitled "Preparing Your Own Future Resume" in chapter 2.

RESEARCH SHEETS NAME: _____

A. HEADING

1) Why did you choose the location listed in the Heading of your Future Resume as the place where you plan on living 10 years from today?

_____

_____

_____

_____

_____

_____

_____

2) If for personal reasons you do not plan on moving to parts of the country where the best job opportunities in your career field will exist, please list the areas of the U.S. where the best opportunities will be in the future.

_____

_____

_____

B. OBJECTIVES

1) Describe the nature of the work you will be performing in the career field you have chosen: What role does it play in society and within a company or organization? Be specific.

_____

_____

_____

_____

_____

_____

_____

2) What factors attracted you to the career field you have chosen. List at least 5 factors and explain why each one is important?

a)

b)

c)

d) _____

_____

_____

_____

_____

e) _____

_____

_____

_____

_____

3) List 3 types of organizations or companies which would employ people in your career field. Provide the names of 3 companies or organizations for each type.

Type of company	Name of companies
a) _____	a) _____
	b) _____
	c) _____
b) _____	a) _____
	b) _____
	c) _____
c) _____	a) _____
	b) _____
	c) _____

4) What personal qualities are important for a career in the field you have chosen? List 5 and explain why they are important.

a) _____

_____

_____

b) _____

_____

_____

c) _____

_____

_____

d) _____

_____

_____

e) _____

_____

_____

5) What is the job outlook for your career field in the future?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

6) What factors affect the job outlook in <u>your</u> career field? Be specific.

7) What differences did you discover between the information you found in printed materials and from your interviews on the job outlook in your career field?

C. EDUCATION

1) What level of education is required for each position you listed for the next ten years? Why?

a) _____

_____

_____

b) _____

_____

_____

c) _____

_____

_____

d) _____

_____

_____

e) _____

_____

_____

2) Did the information you found in printed materials and from your interviews indicate that it is important for your career, to continue your education beyond the Associate degree?

_____

_____

_____

_____

_____

_____

_____

_____

3) Why did you decide to continue or not continue your education after graduating from LaGuardia?

If you did not list that you plan on continuing your education after graduating from LaGuardia stop here and continue on to the section entitled EXPERIENCE.

If you did list that you plan on continuing your education whether part-time or full-time, right after you graduate or at a later point in time, please answer the following questions.

4) Why did you decide to continue your education right after graduating from LaGuardia or at a later point in time? What impact will continuing your education later, have on your career? Explain.

5) Why did you decide to continue your education part-time or full-time?

6) What factors did you use to choose the colleges you listed on your Future Resume? List 5 factors <u>and</u> why each on is important to you.

a. _____

_____

_____

b. _____

_____

_____

c. _____

_____

_____

d. _____

_____

_____

e. _____

_____

_____

7) Why did you choose the degrees, majors, and minors you listed on your Future Resume.

_____

_____

_____

_____

_____

_____

_____

_____

_____

8) Describe some of the ways that you could pay for your education. Be specific.

D. EXPERIENCE

1) Describe how the jobs you listed would help develop the necessary background for moving toward your ten year career goal. In doing this make sure you describe how the experience and skills developed on each job can help prepare you to move to the next job.

JOB #1_____

_____

_____

_____

JOB #2_____

_____

_____

_____

JOB #3_____

_____

_____

_____

JOB #4_____

_____

_____

_____

2) How did the various resources you researched differ on what positions would lead to your career goal?

_____

_____

_____

_____

_____

_____

3) If in your research you found more than one job path to get to your career goal, why did you choose the one you listed? In answering, please provide examples of some of the other job paths you discovered and compare them with the one you chose.

_____

_____

_____

_____

_____

4) For each of the positions listed for the next ten years provide the typical entry level salary, the average salary and the maximum salary you could earn.

Job Title	Salary		
	Entry	Average	Maximum
a) _____	_____	_____	_____
b) _____	_____	_____	_____
c) _____	_____	_____	_____
d) _____	_____	_____	_____
e) _____	_____	_____	_____
f) _____	_____	_____	_____

6) In your career field, is the potential salary level you could attain affected by the amount of education you have? Explain why.

_____

_____

_____

_____

_____

_____

_____

7) How does the potential salary you could earn in New York City in your field compare with the salary you could earn in other parts of New York or in other states? Explain why there are differences and similarities?

_____

_____

_____

8) List 5 fringe benefits that are important to you in taking a position. Explain why each one is important.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

9) If you plan on having or have children, what are some of the ways that you would consider having them cared for while you are at work? If you are planning on staying home to take care of them yourself, how will this decision affect your career?

_____

_____

_____

_____

_____

10) What obstacles, if any, did you discover a person like yourself might face in pursuing your career? For example, did you find that a woman pursuing a career in a field that has been dominated by men is likely to face obstacles due to her sex? How could you deal with the obstacles you discovered?

E. PROFESSIONAL ASSOCIATIONS

1) Why did you choose the professional associations that you listed on your Future Resume?

2) What are the requirements for becoming a member of the professional associations you listed?

3) According to the research you conducted is it important for professionals in your field to be members of professional associations? Why?

F. SKILLS

1) For each of the jobs you listed for the next ten years list the skills which are necessary for each position. Also explain why each skill is important.

	Job Title	Skills	Reason skill is important
a)	_____	_____	_____
		_____	_____
		_____	_____
b)	_____	_____	_____
		_____	_____
		_____	_____
c)	_____	_____	_____
		_____	_____
		_____	_____
d)	_____	_____	_____
		_____	_____
		_____	_____
e)	_____	_____	_____
		_____	_____
		_____	_____
f)	_____	_____	_____
		_____	_____
		_____	_____

2) How will the skills listed in the Skills section of your Future Resume help you in pursuing your career goal?

G. OTHER CATEGORIES

Complete this section only if you have added other categories to your Future Resume.

1) How will the category(ies) you added to your Future Resume help you in pursuing your career goal?

H. LOOKING AHEAD

Let's assume for a moment that the ten year Future Resume you have designed becomes real. What direction do you see your life going in twenty years from today? How does the information you researched help you to prepare to achieve your life's professional and personal goals?

I. INTERVIEWS

Please list the names, and titles of the people you interviewed along with the names of the companies in which they work. Also attach a copy of the questions you used to conduct your interviews.

Name: _____

Title: _____

Department: _____

Company Name: _____

Name: _____

Title: _____

Department: _____

Company Name: _____

Name: _____

Title: _____

Department: _____

Company Name: _____

Name: _____

Title: _____

Department: _____

Company Name: _____

Name: _____

Title: _____

Department: _____

Company Name: _____

J. BIBLIOGRAPHY

Please list the information resource materials used to complete your term project. Listings must be in standard bibliographic style. Include all books, journals, pamphlets, articles and other printed materials used.

Career Related Materials

Education Related Materials

Professional Association Resource Materials

APPENDIX B

BIBLIOGRAPHY OF CAREER RELATED MATERIALS

The bibliography below is a partial list of books available in the LaGuardia library and/or the Career Resource Center. Please feel free to use other materials besides those listed here.

Colleges

The following books can be used to gather information on colleges. The information is arranged by academic majors, degrees, career areas, and geographic location. Also included is information on admissions, student life, financial aid and much more.

College Entrance Examination Board. Index of Majors. New York: College Entrance Examination Board, 1983.

College Entrance Examination Board. College Handbook. New York: College Entrance Examination Board, 1983.

Fine, Benjamin, ed. Barron's Profiles of American Colleges. New York: Barron's Educational Series, 1972.

Lovejoy, Clarence E. Lovejoy's College Guide. New York: Simon and Schuster, 1978.

Careers

The following books can be used to gather information on careers. This includes information on the nature of work, career entry requirements, salaries, job outlooks, and much more.

Hopke, Williams E., ed. The Encyclopedia of Careers and Vocational Guidance. New York: Doubleday, 2 Vols., 1981.

Malnig, Laurence R. What Can I Do With A Major In...? Florida: St. Peter's College Press, 1975.

U.S. Bureau of Labor Statistics. Exploring Careers. Washington D.C.: Government Printing Office, 1979.

U.S. Bureau of Labor Statistics. Health Careers Guidebook. Washington D.C.: Government Printing Office, 1981.

U.S. Bureau of Labor Statistics. Occupational Outlook for College Graduates. Washington D.C.: Government Printing Office, 1978-79.

U.S. Bureau of Labor Statistics. Occupational Outlook Handbook. Washington D.C.: Government Printing Office, 1980-81.

U.S. Employment Service. Dictionary of Occupational Titles. Washington D.C.: Government Printing Office, 1977.

Professional Associations

The following books can be used to gather informaiton on professional associations. Besides these books, there is a file system located in the Career Resource Center containing materials from a variety of professional associations.

Colgate, Craig, ed. National Trade and Professional Associations of the United States. Washington D.C.: Columbia Books Inc., 1983.

Cornell Press, staff of, comp., ed. Career Guide to Professional Associations . Rhode Island: Cornell Press, 1980.

Miscellaneous

The following books can be used to gather information on topics such as loans financial aid, scholarships and tuition aid program.

American Legion. Need a Lift? To Educational Opportunities Careers, Loans, Scholarships, Employment. Indiana: The American Legion Education Program, 1984.

College Board and the College of New Rochelle. A Guide to Tuition-Aid Benefit Programs in the New York Area. New York: College Entrance Examimation Board, 1982.

College Board and the College of New Rochelle. Tri-State Directory of Private Sources of Student Aid for Adults. New York: College Entrance Examination Board, 1982.

Jawin, Ann Juliano. A Woman's Guide to Career Preparation: Scholarships, Grants and Loans. New York: Anchor Books, 1979.

Johnson, Willis L. Directory of Special Programs for Minority Group Members. New York: Garrett Park Press, 1980.

APPENDIX C

The following are samples of the information that the Guidance Information System (GIS) can provide located in the Career Resource Center, the GIS computer terminal can print out information on occupations, education and financial aid. The information below refers to the job title of Geologist. This is what a print out would look like. There is a manual in the Career Resource Center which can help you use the GIS and understand the various abbreviations.

436
GEOLOGIST

JOB DESCRIPTION:
Studies composition, structure and history of the earth's crust. Examines rocks, minerals and fossil remains to determine sequence of processes affecting development of the earth. Applies knowledge of chemistry, physics, biology and mathematics to locate mineral deposits and underground water resources. Studies ocean bottom. Applies geological knowledge to engineering problems of construction projects such as dams and tunnels. Prepares geologic reports and maps. Requires intellectual ability, an inquisitive and imaginative mind and attention to detail.

School courses should include math, physics, chemistry, English and a foreign language. A Bachelor's degree in geological science is the minimum educational requirement. Advance degrees are preferred or required for many positions. Training for this occupation is also available through the military. Geologists are employed by colleges and universities, private research organizations, construction companies and the federal, state and local governments. Other are consultants.

Generally speaking, this occupation seems to be good and is showing growth in AK, CO, ID, NV, NM, ND, OK, OR, TX, UT, WA, WY and WV. It wll be limited in AZ, AR, IA, MO, NH, NY and VT.

The national average starting salary is at least $22,000.

RELATED JOBS:

OCCU No.	DOT No.	JOB TITLE
437	024.061-022	Geologist, Petroleum
.	024.061-022	Geodogist
.	024.061-022	Paleontologist
.	024.161-010	Engineer, Soils

RELATED INFORMATION IN GIS FILES:
ASOC Occupation No. 66
QUIK Occupation No. 88
COL4 major characteristic 887,899
GRAD major characteristic 636,637

RELATED INFORMATION FROM OTHER SOURCES;
Job Lab 1
Occupational Outlook Handbook: DOT No. 024.061-018
Standard Occupational Classification No. 1847

American Geological Institute
5205 Leesburg Pike
Falls Church, VA 22041

The following is a sample of what a GIS print-out on education would look like.

563
Morehead State University
Morehead, KY 40351
Telephone: 606 783-2000
Also offers Associate degrees.
Year founded: 1922
Approximate enrollment: 4849
Percent returning freshmen: 59

Applicants:	Applied	Accepted	Enrolled
	3775	3725	1005

Median SAT Verbal/Math: 417,445
Median ACT: 16
Tests required: ACT
Application deadline: None

	Tuition & Fees	Room & Board
In-state	$ 826	$1860
Out-of-state	$2376	$1860

Year updated: 1983
Graduate enrollment: 1521
Respondent: Morris Norfleet
Title: President ('83)
Date questionnaire received: 151//83
1982 date questionnaire received: 137/82
1981 date questionnaire received: 141/81

APPENDIX D

COMPANY ANNUAL REPORTS AND INFORMATION BROCHURES

PLACEMENT OFFICE ROOM M-200

The Placement Office has a centralized location for company annual reports and information brochures. You are welcome to go into the office and review the various materials. You will be allowed to take reports of those companies for which there are multiple copies. Otherwise you have to sign out for each report and return it within a given period of time.

ABC - Annual Report 1982
Allied Stores Corporation - Annual Report 1982
American Broadcasting Co. - Annual Report 1980
A&S - Information Brochure
Asarco - Annual Report 1982 & Brochure
Associated Dry Goods - Annual Report 1982

Blue Cross/Blue Shield of Greater New York - Annual Report 1982
Brooklyn Union Gas - Annual Report 1983

Capital Cities Communications - Annual Report 1982
CBS - Annual Report 1980
Celanese - Information Borchure
Chase Manhattan Corporation - Annual Report 1982
Chemical New York Corporation - Annual Report 1980-1982
CIBA - Geigy Information Brochure
Cities Service Company - Annual Report 1980
City of New York - Annual Report of the Comptroller fiscal year ending June 1983
Con Edison - 10 year financial & operating statistics report 1972-1982 and Annual Report 1980-1982
Continental Group - Annual Report 1982. Products & Service Director

Deloitte Haskins & Sells - Information Brochure

Equitable - Information Brochure
Exxon - Annual Report 1980-1982

Fairchild - Information Pamphlet
Ford Foundation - Annual Report 1982
Foundation Center - Annual Report 1982

Gruman - Information Brochure

Harcourt Brace Jovanovich - Annual Report 1982
E.F.Hutton Group - Annual Report 1982

IBM - Annual Report 1980-1982 and Information Brochures
IRS - Information Brochure
International Telephone & Telegraph (ITT) - Information Brochures

John Blair & Company - Annual Report 1979

Kroger - Annual Report 1980

Louisiana Pacific Corporation - Annual Report 1980
Lebhar Friedman - Information Brochures

Manufactures Hanover Corporation - Annual Report 1980
Manufactures Hanover Trust - Information Brochure
Marsh & McLennan - Annual Report 1980/1982
McGraw Hill, Inc. - Annual Report 1980
Metropolitan Life Inc. Co. - Information Brochure
Monchik Weber - Annual Report 1983 and Company Product Profile

National Westminster Bank PLC - Annual Report Account 1982
New York Life - Information Brochure
New York State Commission on Judicial Conduct - Annual Report 1982
North American Philips Corporation - Annual Report 1982

Pan American World Airways Inc. - Annual Report 1982
Pfizer Information Brochure & Annual Report 1979-1982
Port Authority of New York & New Jersey - Annual Report 1982 & Information
Price Waterhaus & Co. - Annual Report 1980

RCA - Annual Report 1982
Rockfeller Foundation - Annual Report 1982

Seagram Company LTD - Annual Report 1980
Standard Chartered Bank PLC - Annual Report & Accounts 1982

Time Incorporate - Annual Report 1980
Toys & Us Annual Report 1982

Video Corporation of American - Annual Report 1982

APPENDIX E

INTERVIEW SCHEDULE

The following is a sample of what an interview schedule might look like. The categories and questions listed are only a few of the possible categories and questions that could be used.

INTERVIEW INFORMATION

1) Name of interviewee: _____

2) Title: _____

3) Company/Organization: _____

4) Address: _____

EDUCATION RELATED QUESTIONS

1) What colleges would you recommend which offer programs in _____? Why would you recommend each school?

_____

_____

_____

_____

_____

_____

2) What degrees do you feel would be helpful for someone pursuing a career in _____? Why?

_____

_____

_____

_____

_____

_____

OCCUPATION RELATED QUESTIONS

1) Could you describe some of responsibilities that someone working as a _____ would have?

_____

_____

_____

_____

_____

2) What jobs and/or experiences would be helpful in assisting someone to eventually become a _____?

_____

_____

_____

_____

_____

_____

3) How would each of these jobs and/or experiences be helpful?

_____

_____

_____

_____

_____

_____

PROFESSIONAL ASSOCIATION RELATED QUESTION

1) What professional associations are important to be a member of in the field of _____?

_____

_____

_____

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES

FEB 21 1986